DOCUMENT RESUME

ED 034 219 CG 004 406

AUTHOR East, Leon; Barnes, Judith A.

TITLE Performance Adequacy for Home and Community Living. Continuation Education System Development Project. Technical Report 1.5.

INSTITUTION La Puente Union High School District, Calif.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

PUB DATE Dec 68

GRANT OEG-9-8-03513-0022-(056)

NOTE 262p.

EDRS PRICE EDRS Price MF-$1.00 HC-$13.20

DESCRIPTORS Ability, Continuation Education, *Continuation Students, Data, Instructional Programs, Performance Criteria, *Performance Factors, *Skill Analysis, *Skills, *Student Needs

ABSTRACT

Over a four year period, the Continuation Education System Development Project will develop a practical instructional system capable of continuous identification and efficient response to the critical instructional needs of individual continuation high school students, or those who drop out or are pushed out, in La Puente, California. The purpose of the research reported here was: (1) to discover all the skills a Valley student must have and the knowledges he must possess to succeed in his present home and community situations, (2) to discover the present capabilities of Valley students to perform these skills and exhibit these knowledges, and (3) to compare the expectations with the capabilities to determine the needs of Valley students. The first part of this report deals with determining data collection procedures for skills needed for adequacy in home and community living. A critique of these procedures is given in Part Two. Part Three gives findings relating to: (1) health and safety, (2) child development, (3) clothing and textiles, (4) home management, (5) family relationships, (6) housing and furnishings, and (7) food and nutrition. (See CG 004 283, CG 004 401, CG 004 405, and CG 004 407-409). The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED034219

CG004406

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

LEON EAST
project director

TECHNICAL REPORT

1.5

PERFORMANCE ADEQUACY FOR HOME AND COMMUNITY LIVING

LA PUENTE UNION
HIGH SCHOOL DISTRICT
La Puente, California

1968

Continuation Education
System Development Project

Technical Report 1.5

ED034219

PERFORMANCE ADEQUACY FOR HOME AND COMMUNITY LIVING

Leon East, Project Director

Judith A. Barnes, Principal Investigator

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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La Puente Union High School District
La Puente, California
1968

FOREWORD

The CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT is operated by the La Puente Union High School District according to the terms of a grant award authorized by Title III of the Elementary and Secondary Education Act of 1965 (Public Law 89-10).

Over a four year period, September, 1967 through August, 1971, the PROJECT will develop a practical instructional system capable of continuous identification and efficient response to the most critical instructional needs of individual continuation high school students in La Puente.

Continuation high school students in La Puente are those who the traditional system has been unable to accommodate or who have been unable to accommodate the traditional system. Their usual label is "pushout" or "dropout."

The first project year (1967-68) has been spent identifying the instructional needs of these students.* During

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*Technical Reports in this phase of the study:
(1.1) Present Student Characteristics
(1.2) Student Performance Requirements: Military Situations
(1.3) Student Performance Requirements: Other Educational Situations
(1.4) Student Performance Requirements: Employment Situations
(1.5) Performance Adequacy for Home and Community Living
(1.6) Operational Limits
(1.7) Instructional Needs

year two, an instructional program will be designed to meet those needs. Year three will see implementation and tryout of subsystems. Year four will provide for full system tryout with transfer of all functions to the permanent school staff.

Throughout the Project, system analysis and other modern management control and planning techniques will be employed. It is hoped that this new problem solving technology of the defense and aero-space industries can be applied as well to the problems of education.

It is the mission of the PROJECT not only to solve a particular set of problems in La Puente, but to provide a problem solving model for other school districts with similar conditions. Consequently, an effort has been made to describe procedures in such detail that they can be used as guidelines by others.

If further information or interpretation can be provided the PROJECT staff will be pleased to respond to your inquiries.

La Puente, California
December, 1968

LEON EAST
PROJECT DIRECTOR

Acknowledgements

Principal Staff Associates

Thomas Mehring, Research Associate (... management of data collection; preparation and management of data reduction.)

Principal Consultants

Robert Corrigan, Chairman, Department of Instructional System Technology, Chapman College (... evaluation of procedures and documents.)

William Foist, Senior Systems Engineer, Systems Associates, Inc. (... consultation in development of operational plans.)

Other Contributors

Esther Caldwell, Consultant in Home Economics and Womens' Occupations, Orange County Schools (... permission to use course objectives developed for use in Orange County Schools; evaluation of the *Home and Community Behavioral Expectations*.)

Evaluators: Irene Hughes, Consultant in Home Economics, Los Angeles County Schools; Bernice Smith, Supervisor of Home Economics, Long Beach City Schools; Betty Smith, Advisor to Student Teachers of Home Economics, Long Beach State College; Dorothy Stone, Regional Supervisor, State of California, Department of Education (... evaluation of the *Home and Community Behavioral Expectations*.)

Art Franco, Teacher, Whittier Union High School District (... coordination of special efforts with the Mexican-American parent population.)

Interview Team Members: Roswitha Brooks, J. Kenneth Ditty, Val Harper, Sam Marti, Barbara Mirasole, Margaret Morales, Win Mundell, Esther Schuman (... interviewing and data reduction procedures.)

Other Contributors (continued)

Jane Mercer, Research Sociologist, University of California at Riverside (... consultation in development of data collection procedures.)

Mabel Rocha, Teacher, Pomona Unified School District (... translation of the Home and Community Behavioral Expectations into Spanish.)

Dale Rossi, Regional Supervisor, Bureau of Homemaking Education, State of California, Department of Education (... consultation services in determining research objectives; evaluation of the Home and Community Behavioral Expectations.)

Nancy Wiggins, Teacher of Home Economics, Park Avenue Continuation High School, Pomona (... development of the Home and Community Behavioral Expectations.)

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PROCEDURES

On January 15 the task was assigned of: 1) identifying the skills and knowledges required of continuation students for successful living in their present and projected home and community situations; 2) discovering the present capabilities of Valley students to perform these skills and exhibit these knowledges; and, 3) comparing the expectations with the capabilities to determine the needs of Valley students if they are to perform adequately in home and community situations.

During the nearly three month period from January 15 through April 8, many operational plans were devised. Some were discarded as being inadequate or unresponsive to the task. In other cases, they were beyond the financial, time, and personnel resources of the Project. (See "Review of Procedures" p. 21, infra.)

A search was made of previous research relevant to this task, and experts in the field of home economics and sociology were consulted. No completed research projects of similar purpose were discovered.[1]

However, initial research and consultation resulted in considerable help in limiting the scope of the study, defining categories within it, and in identifying useful techniques of data collection. It also helped the staff become more aware of those biases and constraints incumbent in such a task.

A telephone conversation with Dr. George Sitkei of the Research and Guidance Department of the Los Angeles County Schools led to the employment of Dr. Jane Mercer as a consultant to this aspect of the Project. Dr. Mercer is a Professor of Sociology at the University of California at Riverside, and is a Research Specialist II with the State of California Department of Mental Hygiene. At the present time, she is conducting a research project on racially desegregated public schools for the State of California Department of Education. Also giving valuable consultant service was Mrs. Dale Rossi, Regional Supervisor, Bureau of Homemaking Education, State of California Department of Education.

By April 8, it was determined that the final outcome of the home and community task assignment would be a list of the significant skills a graduate must possess, the knowledges he must have, and the attitudes he must exhibit in the management of activities relating to the following categories:

1) Clothing
2) Food and Nutrition
3) Use of Personal, Family and Community Resources
4) Family Relationships
5) Health and Safety
6) Housing and Furnishing
7) Child Care and Development

These seven categories, traditionally used by home economists, seemed the most inclusive of all aspects of home and community living. The dividing line between each category is frequently difficult to define, but still appeared more useful than other divisions the staff was able to discover.

It was decided that the most appropriate sources of data concerning required family and community living skills would be people who are performing these skills and/or people who, through one means or another, set the standards for the community.[2] The problem in this approach lay in determining who these people are.

The community, defined by this Project, was one made up of parents of continuation students now at Valley High School, and vendors of goods and services with whom the parents most frequently deal. This definition was based on two assumptions: that future students of Valley High School would come from families similar to those now enrolled; and, that future students would continue to live in similar home and community situations after they leave continuation high school.

It was further decided that the parents to be interviewed would be the parents of Valley High School students who were tested as part of this Project's assessment of student characteristics. Since these students were selected as representative of all students, attending and referred, their parents would also be representative of the total number of parents of Valley students.[3]

On April 19, a new staff member was hired with the specific assignment of deriving a list of skills, knowledges, and attitudes related to the seven home and community categories. This list would become the basis for the data collection instrument. The seven home and community categories were first subdivided into the following groupings:

I. HEALTH AND SAFETY

  A. Community Agencies
  B. Illness and Medical Care
  C. Emergency Care
  D. Household Safety Practices
  E. Nutrition and Other Health Practices
  F. Personal Hygiene Practices

II. CHILD DEVELOPMENT

  A. Feeding, Clothing, and Other Routine Care
  B. Protective Care
  C. Discipline and Training Practices
  D. Play and Other Activity
  E. Child Growth and Development Characteristics

III. CLOTHING AND TEXTILES

  A. Selection of Clothing or Textiles
  B. Construction of Clothing
  C. Care of Clothing

IV. HOME MANAGEMENT

  A. Economic Management
  B. Time and Energy Management
  C. Shopping Practices

V. FAMILY RELATIONSHIPS

  A. Self Identification
  B. Relationship to Family Members
  C. Relationship to Others

VI. HOUSING AND FURNISHING

  A. Selection and Financing of Housing
  B. Selection and Financing of Furnishings
  C. Care and Repair of Home and Furnishings

VII. FOOD AND NUTRITION

A. Nutrition
B. Food Selection and Purchasing
C. Food Preparation and Serving
D. Care of Food and Equipment
E. Eating Out

Using curriculum guides, course objectives, related books on the subject, and staff resources, a list was compiled of all the possible skills, knowledges, and attitudes that might be necessary for successful home and community living under each of the above subheadings. These lists were then carefully screened to avoid repetition.

By May 10, a final list of over 300 skills, knowledges, or attitudes was completed. Seven authorities in the field were contacted:

1. Dr. Mercer (previously cited)
2. Mrs. Rossi (previously cited)
3. Dr. Esther Caldwell, Consultant in Home Economics and Womens' Occupations, Orange County Schools
4. Mrs. Irene Hughes, Consultant Home Economics, Los Angeles County Schools
5. Mrs. Dorothy Stone, Regional Supervisor, State of California, Department of Education
6. Mrs. Betty Smith, Advisor to student teachers of home economics, Long Beach State College, Long Beach
7. Mrs. Bernice Smith, Supervisor of Home Economics, Long Beach City Schools

They agreed to review the list with certain criteria in mind and make suggestions for changes in wordage, add new items and delete those that were unsatisfactory. Copies of the list were mailed to each of the evaluators on May 17. Five of the evaluations were returned by June 1, which was the latest date for their use in shaping the final format of the data collection instrument. Each evaluation was carefully considered by Project staff, and where the suggestion was not used to revise the list, the reason was given. (See Table VI, infra.)

By June 3, the list had been reduced to 276 statements (of skills, knowledges, and attitudes) and titled Home and Community Behavioral Expectations. From this master list, six questionnaires were derived. Using the "Table of Random Numbers," the list was divided into six equal parts containing a proportionate number of items from the seven categories. Each of the six parts was titled Home and Community Behavioral Expectations Questionnaire - followed by the appropriate Roman Numeral. (See Table V, infra.)

Before each statement were the words: "A girl or boy should be able to ..." (or), "A girl or boy should know ..." Following each statement was the question: "Does your child do (or know) this well enough now?"

On June 5, a response form was developed. (Refer to Table V, infra.) This form provided space for a respondent to indicate whether a statement was "necessary," "helpful," or of "no value" to a boy and a girl. There were "yes," "no," and "don't know" columns for parents to respond to the third question.

The services of Mrs. Mabel Rocha had been obtained to translate the Home and Community Behavioral Expectations into Spanish. This was necessary because three out of ten students at Valley High School are of Mexican-American ancestry, and it seemed possible that some of their parents might be handicapped in their understanding and use of English. The response form was also translated into Spanish. (Refer to Table V, 4, infra).

While the data collection instrument was being developed, another questionnaire was devised to be used in identifying community leaders who provide significant goods and services to those parents to be interviewed.

This questionnaire, titled the Community Service Source Questionnaire, (refer to Table IV, infra) provided the Project with the names of markets, department and other stores, restaurants, financial institutions, public and private service agencies, hospitals and clinics, and community leaders of protective, recreational, civic and religious services.

A list was drawn up of all the students who had been tested as part of the Project's assessment of present performance capabilities of continuation high school students. This list identified their addresses, parents' names, phone numbers, and ethnic ancestries. It was divided into two groups: "Mexican-American Students" and the "Anglo or Other Students." (The number of Afro-American and Oriental-American students at Valley High School is negligible.)

Two sets of parents were contacted and agreed to serve as "piloters" for the Home and Community Behavioral Expectations Questionnaires. On June 10, three of these four parents (one father was ill and could not appear) were administered all six of the questionnaires. They were asked to comment at any time when they felt they did not understand an item, or when it appeared especially difficult to make the kind of "forced" response that was asked. They were also asked to verbalize their objections to any of the statements which were offensive.

From this piloting, many valuable insights were gained. Several repetitions were discovered. Areas concerning sexual relations and the use of alcoholic beverages were rewritten to avoid any emotional blocking by the respondent; while maintaining the same basic content.

On June 10, Mr. Art Franco, a leader in the Mexican-American community and a teacher in a nearby school district, was employed to carry out four tasks. First, he carefully edited the Spanish translation of the questionnaires and response forms to see that the choice of words was valid for this Spanish-speaking community. Secondly, he obtained two people to serve as interviewers in the Mexican-American homes. These two were also Mexican-Americans and spoke Spanish fluently. He obtained two Spanish-speaking families to serve as "piloters" of the Spanish version of the questionnaires. The Mexican-American interview team conducted this pilot. Finally, he made sure every name on the list of Mexican-Americans was phoned and urged to fully support the work of this Project.

By June 10, six teachers were hired as interviewers. The three men were teachers at Valley High School. The three women taught elsewhere in the district. With the Mexican-American interviewers this resulted in four teams, each consisting of a man and a woman.

A letter to parents was designed which explained briefly the reasons why a visit was desired and that a staff member would be phoning to make an appointment. These letters were mailed on June 14. (See "Review of Procedures," p. 29, infra.)

During the morning of June 17, the interviewers received in-service training. This involved explaining the Project and the assignment; giving directions for administering the Home and Community Behavioral Expectations Questionnaires and the Community Service Source Questionnaire; assigning parent names; and, explaining the use of the Appointment Schedules and Mileage Forms. (Refer to Table IX, infra.)

In the afternoon, each team had an opportunity to spend about two hours making appointments by phone with parents. The remainder of the time was spent role-playing possible situations that might arise during an interview.

On June 18, the interviewers began their visits. They checked into the office each morning with a list of their appointments for that day or evening. At this time, they also turned in all completed forms from the previous day. During the day, when there were intervals between visits, they returned to the office to make further appointments. Each interview team had about forty-five names. Of these, they were asked to try to complete twenty-five appointments by Saturday, June 22.

On Friday, June 21, 140 interviews were completed. Those who had not made twenty-five visits spent Saturday visiting parents without phones. Enough visits were completed by this time to conduct a period of evaluation and to plan for the following week of visits to community leaders.

As the interviewers returned completed copies of the Community Service Source Questionnaires, the responses were tallied, and over one-hundred community leaders were indicated. These were divided into five groups:

1. Community leadership in offering goods
2. Community leadership in offering financial services
3. Community leadership in offering physical and mental health services
4. Community leadership in offering religious, educational, and/or civic services
5. Community leadership in offering protective and recreational services.

On Monday, June 24, the tallying of results was completed. Another brief meeting with the interviewers was held to give them further instructions in interviewing the community leaders. Only the Home and Community Behavioral Expectations Questionnaires would be administered. Only the first two statements would be read.

Two women were assigned to phone each of the ninety names on the list. A third woman took each scheduled appointment and made a 3 x 5 card giving: the name of the store, agency, or organization; the person to speak with; the address and directions; the phone number; the date and time of the appointment; and, any other pertinent information.

In the case of markets, stores and restaurants, the manager or assistant manager was interviewed. In financial institutions, either the manager or a loan officer was seen. Admittance supervisors were interviewed in hospitals and clinics. Social workers, health officers, probation and parole officers, psychologists, teachers and principals, librarians, counselors, ministers, public and private recreational leaders, a fire chief and a judge, a mayor and other civic leaders, and Little League officers were among the ninety community leaders interviewed.

Five interviewers made the visits as they were scheduled. During free time, they worked on tallying results from the previous week. By Saturday morning, June 29, all visits were completed. On June 28, each interviewer had written out an evaluation of his interviews with possible suggestions for improvement. (See "Review of Procedures," p. 31, infra.)

Three of the interviewers were employed for part of July to give assistance in tallying and reducing the data. Special forms were made up for this process.

Forty-eight tally forms (Form A) were devised for use with parent responses (see Table XI, infra). Eight forms were used for each of the six questionnaires:

1. Anglo Father Expectations for Girls
2. Anglo Father Expectations for Boys
3. Anglo Mother Expectations for Girls
4. Anglo Mother Expectations for Boys
5. Mexican-American Father Expectations for Girls
6. Mexican-American Father Expectations for Boys
7. Mexican-American Mother Expectations for Girls
8. Mexican-American Mother Expectations for Boys

Parent Response Cards were divided into these eight categories. The responses were tallied on the forty-eight versions of Form A. The number of times a statement received a "necessary" response was multiplied by two. A "helpful" response was multiplied by one. "No value" responses were not counted. (See Table XI, 1, infra.) (Weighting the responses provides a simple index for those responsible for determining which instructional needs are most critical for inclusion in the projected instructional system.) This weighted total for each statement was then transferred to Form B (see Table XI, 2, infra).

The number of parents that responded and did not respond to each of the 276 statements were tallied on Form C (see Table XI, 3, infra). These were recorded on Form D (see Table XI, 4, infra) with the results from form B. The total number of parents exposed to each statement (responses plus no responses) was multiplied times two to derive the maximum number any statement could receive. A percentage of the possible point total compared to the actual point total was computed for each statement.

The 276 statements were then listed (by number) on the appropriate version of Form E (see Table XI, 5, infra) in the order of the percent received beginning with 100% and proceeding in reverse consecutive order. There are ten versions of Form E for parent response.

1. Anglo Parents Expectations for Girls
2. Anglo Parents Expectations for Boys
3. Mexican-American Parents Expectations for Girls
4. Mexican-American Parents Expectations for Boys
5. All Mothers Expectations for Girls
6. All Mothers Expectations for Boys
7. All Fathers Expectations for Girls
8. All Fathers Expectations for Boys
9. All Parents Expectations for Girls
10. All Parents Expectations for Boys.

Six copies of Form A were used for community leaders, one for each questionnaire. All responses from the community were tallied on these six forms. Expectations were weighted in the same manner as with parent responses. These results were transferred to Form D and the number of responses and no responses recorded. The percent of the possible point total compared to the actual point value was computed and entered. These were then entered on Form E for community leaders.

Two more copies of Form D were devised, one for boys and one for girls. The total number of parent and community responses and non-responses were entered and the possible point value of each statement computed. The point value given by parents was added to the point value given by community leaders and this total was compared to the possible point value to derive a percentage.

Percentages from the responses of all subgroups indicating expectations for boys and girls was recorded on Form F (see Table XI, 6, infra).

All capability data were tallied on the forty-eight versions of Form A. No weighting was utilized, just a simple count of the number of times a statement received a "yes," "no," and "don't know" response. These totals were transferred to Form G (see Table XI, 7, infra). The total number of people exposed to the statements (responses plus no response) was divided into the number of persons checking the "yes" column. These percentages were then recorded on Form F.

The purpose of this study was to determine only those things which are required to succeed in home and community situations. A percentage of 75% or higher on a statement indicates that the respondents considered the skill and knowledge represented to be necessary for a boy or girl to exhibit.

There was a need to determine whether these individual behaviors could be grouped into clusters of skills and knowledges. Therefore, the seven categories of the master list of Home and Community Behavioral Expectations were analyzed for the various subcategories appearing in each. Those statements indicated as being necessary for boys and girls to demonstrate by the responses of the total respondents and each of the subgroups were tallied according to the subcategory to which they belonged. In this way, it could be ascertained which grouping of skills and knowledges were considered by the various respondent groups to be most necessary.

A further analysis was made of the differences in expectations for girls and for boys of total respondents and of each subgroup. On those statements where a difference of over 10% occurred, a check was made to determine the subcategory of that statement. An identification was made of those groups of skills and knowledges considered more important for one sex than the other.

Anglo parent responses were compared to Mexican-American parent responses. On those statements where the subgroups differed by more than 10%, the same analysis was made to determine patterns or trends of differences. Attention was given to those statements where the greatest differences occurred. This same process was conducted in comparing the responses of mothers and fathers and the responses of all parents and community leaders.

The percentages computed to determine the capabilities of Valley students can be looked at in two ways. A 65% can be said to mean that 65% of the parents responding believe their child to be capable of performing the task outlined in the statement. It can also be interpreted that 65% of the girls (or boys, as the case may be) at Valley High School can perform the task according to the perception of their parents. Whichever way it is viewed, the percentage listed is always representative of a given number, either of parents or students. It is never a symbol of a degree of capability which is a more correct way of looking at the percentages listed under "Expectations."

In the analysis of capabilities, attention was paid to those statements rated above 75% and those that were rated very low. The same analysis procedures were used as were in determining expectations. Those statements of behavior rated as being within the capability range of most Valley students were studied to determine patterns and trends. The same was done for those statements of behaviors given a very low percentage by respondent groups.

Differences between parent subgroups in the rating of statements were analyzed. In all comparisons, the percentage differences had to be over 20% or it was not considered important. The small number in each subgroup when split between those with daughters and those with sons necessitated that only statements where that great a percentage difference occurred be analyzed.

The final process called for comparing the expectations with the capabilities to determine the needs of Valley students to deal adequately with the demands of home and community living. All statements that were rated above 75% in the area of "Expectations" and below 75% in the area of "Capabilities" were identified as needs. These statements were divided into the seven categories and were then listed in descending importance. That is, the greater the gap between "Expectations" and "Capabilities," the greater the need.

The final steps called for documenting the findings and reviewing all procedures used. This was completed by August 9.

NOTES

[1] Contact was made with Mr. Max Shellhaas, Research Associate with the Adaptive Behavior Project, Parsons State Hospital, Parsons, Kansas. The purpose of the Adaptive Behavior Project is to discover the social requirements a high level retardate must meet in employment and community situations. The findings are still being analyzed and documented at this time and are therefore not available for this Project's use. Further discussion of the technique used by the Adaptive Behavior Project may be found in "Critique of Procedures," p. 25, infra.

[2] Early plans had also called for identifying thirty experts in the field of home and community living, such as marriage and family counselors. It was later decided that if these experts exerted an influence over the living patterns of the community, they would be identified as such when the Community Service Source Questionnaire was administered.

[3] Continuation Education System Development Project, Present Student Characteristics, La Puente Union High School District, La Puente, California, September, 1968.

CRITIQUE OF PROCEDURES

The greatest difficulty in identifying the behavior characteristics required for success in present and projected home and community situations of continuation high school students was in developing an effective and comprehensive plan of attack. Three months were spent in the planning stages, which unfortunately meant that the time left for data collection and reduction was too brief for the staff to do all that would have been desirable. The following remarks highlight some of the limitations and omissions which could be avoided in future research of this kind.

Use of Home Economics

In the search for an adequate plan of operation, the discipline of home economics seemed to be a good starting place. It was ignored at first because it was thought to be a predominately feminine area, concerned only with cooking and sewing. This opinion was altered as a result of conferences with Mrs. Rossi, Regional Supervisor, Bureau of Homemaking Education, State of California Education Department, and further reading in the field. Home economics was found to be a discipline with well established structures allowing in-depth research and analysis of home and community situations.

The staff may, however, have relied too heavily on the discipline of home economics in developing its plans. A frequent criticism of the Home and Community Behavioral Expectations Questionnaires was that they were too oriented toward the woman. Such criticism could be a reflection of the influence of home economics on the research; it could also simply be a reflection of the culture's feminine orientation where home and community skills are concerned. At any rate, there are other disciplines besides home economics which could have been emphasized more by the staff, such as sociology and psychology.

Peer Relationships

The original task assignment included discovering the skills required to relate successfully to one's peers. The section of the Home and Community Behavioral Expectations Questionnaires labeled "Family Relations" does include some statements about peer relationships. However, this should have received more adequate consideration.

Dr. Jane Mercer suggested an excellent plan for this Project's use in assessing the skills required to successfully relate to one's peers. (See Table II, infra.) Due to a lack of time and personnel resources, the plan was never administered but other researchers may wish to incorporate it in their projects.

Dr. Mercer's plan calls for taped interviews of small groups. These groups are made up of people similar to those with whom students will have to relate. A study could be made to determine some representative jobs Valley graduates might take, educational institutions they might attend, service agencies they might use, and leisure time activities in which they might engage.

In the work-world, for example, clerk typists might be a likely job for female graduates. Contact could be made with four companies in the area which hire a sizable number of clerk typists. Each business would be asked to select four clerk typists to participate in the interviews - making a total of sixteen girls. Four group interviews would be held consisting of one girl from each company and a group leader. Each interview would last about two hours.

During the interview, the typists would be asked to discuss what annoys them most about their fellow workers and what impresses them most. What characteristics make another person easy or difficult to work with? What are the critical incidents they can remember in their relationship with their co-workers. Such interviews should be transcribed. The transcripts could then be carefully analyzed for the critical incidents appearing in each. The frequency with which a particular incident is mentioned and the emotional content accompanying it would determine the significance.

Students as a Data Source

The data sources for the overall assignment were the parents of Valley High students and the significant people in the community who offer goods and services to these families. There was another source which might have been used: the students themselves.

The students' perception of the skills and knowledges required for success in home and community living might have differed from that of the parents or the community leaders. Also, their own assessment of their capabilities in performing these skills, or in demonstrating these knowledges, might have been different. The students might have been able to add a new perspective, which combined with the other data, could have provided more accurate information relative to their needs and capabilities.

The Valley High student body could have been divided randomly into six groups containing representative proportions of boys and girls, Anglos and Mexican-Americans. One of the six Home and Community Behavioral Expectations Questionnaires could have been given to each group. To save time, it could have been read orally to each of the six groups, and the students could have checked off their answers on a response form. The third question would have to have been changed to read: "Can you do it (the particular behavior in question) well enough now?" Student responses could then have been tabulated and compared with those of the parents and community leaders.

Use of Verbal and Written Stimulus Presentation

Perhaps the greatest weakness in the procedures utilized was the reliance upon written and verbal communication to determine opinions and attitudes. Direct observation techniques are preferable, although they require more time, resources, and expertise than was available to the staff. Words often have varied meanings for different people. The variation can increase when the respondents are from divergent educational and social backgrounds.

There was a heavy reliance in this part of the research upon the skills of individual interviewers, which were also quite varied. The difference between what people state as their beliefs, and what they actually believe, can compromise somewhat the reliability and validity of findings gathered by verbal and written means.[1] Further testing for consistency between written and oral statements of belief and actuality, would be desirable in future studies of this kind.

Mr. Max Shellhaas, an associate with the Adaptive Behavior Project, has developed some techniques which avoid many of the problems mentioned, particularly those of ambiguity in the stimulus items. Mr. Shellhaas uses motion pictures as a stimulus presentation in assessing social demands upon high level retardates. Unfortunately, information about those methods and correspondence with Mr. Shellhaas were received too late for adaptation to the needs of home and community research here. Those planning future research in this area would certainly be well advised to become familiar with Mr. Shellhaas's approach.[2]

Behavioral Objectives

A staff member was assigned the responsibility of developing a list of behaviors which would be inclusive of all possible skills, knowledges, and attitudes which might be needed in home and community situations. This list became the basis for the data collection instrument, Home and Community Behavioral Expectations Questionnaires I-VI. At the time of the assignment, the staff member was asked to state each objective on the list behaviorally according to Dr. Robert F. Mager's definition. Dr. Mager says that a behavioral objective must be stated by name; it must describe the important conditions; and, it must specify the criteria of acceptable performance.[3]

The error in this assignment was in calling for a list of objectives. An objective, according to Dr. Mager, "is an intent communicated by a statement describing a proposed change in a learner - a statement of what the learner is to be like when he has successfully completed a learning experience." As the staff member began designing the list the actual assignment became clearer. The list was altered to contain all possible skills, knowledges, and attitudes that might be useful in likely home and community situations. This list was administered in questionnaire form to the data sources and their judgment was given upon each statement. When those skills, knowledges and attitudes that the data sources ranked as significant are indicated, then the task of designing behavioral objectives can begin.[4]

Throughout the assignment the words "behavioral" and "objective" were used loosely and in such a way as to be frequently confusing. The title of the questionnaires contains the words "Behavioral Expectations," yet many items begin with words such as "know" or "understand."

The evaluators of the questionnaires (see "Procedures," p. 6, supra) were asked to evaluate each item on the basis of whether it was stated behaviorally or not. However, no definition of "behaviorally" was established; thus, it is not surprising that only one of them commented on that criterion at all. (See Table VI, 2, infra.)

Errors and Omissions in the Home and Community Behavioral Expectations Questionnaires I-VI

Over 40% of the students at Valley High School are assigned to probation officers. This indicates that many of the students have some difficulty in relating to the legal structure of society. Considering this, the number of items on the questionnaires about the skills and knowledges required to relate successfully to the law and its officers is too few.[5]

Also, some of the items on the questionnaires were grammatically incorrect, others were stilted in language, or too lengthy for easy comprehension. Despite repeated inspection, some of these errors and a few repetitions escaped detection.

The ordering of items on the questionnaires could have been arranged more carefully. On Questionnaire IV, for instance, the first item a parent heard was: "A girl should be able to remove excess body hair." To respondents who feel somewhat reluctant in discussing the body, this was a poor introduction to the questionnaire. Several members of interview teams reported startled reactions to this item and felt that placing it further down in the list would have eased the problem. In some cases, items were so ordered as to be disconcerting. Such a case is found in Questionnaire IV under "Family Relations." Item thirty reads: "...should understand the consequences of premarital intercourse." The very next item reads: "...should be able to keep one's combs, brushes, and other grooming supplies clean." Again, interviewers reported that this sequence caused laughter and comments from respondents.

Response Forms

The three headings on the response form of "necessary," "helpful," and "no value" were unsuitable - as many parents and community leaders indicated. Few of the items could be construed as absolutely necessary. Fewer still could be said to have no value. Responding would have been easier and perhaps more accurate if the choices given the respondents had been in terms of degrees of importance, rather than in apparently exclusive categories.

Spanish Translation

The Spanish translation assignment was given to Mrs. Mabel Rocha before the English version was in its final form. This was done in order to save time. As it turned out, there were so many revisions of the English version that a great deal of time had to be spent revising the Spanish. In a similar situation in the future, the translation into a second language should be postponed until the English format is finalized.

Mail Out

Letters to the parents were mailed, at bulk rates, four days before calls for home appointments were made. This did not prove to be sufficient time; some families had not received the letter when they were contacted by phone.

Balancing Questionnaire Use

A concern of the staff in reporting findings for this task assignment was to note any divergence between the responses of the following subgroups: all mothers; all fathers; Anglo parents; Mexican-American parents; all parents; and, community leaders. The use of the six parts of the total list of Home and Community Behavioral Expectations was well-balanced for the total population of respondents. However, not enough caution was exercised in keeping a proper proportion of the six parts within the subgroups of respondents.

In the Mexican-American parents subgroup, which was the smallest, Questionnaires IV and VI were not administered at all to those having daughters at Valley High School. Thus, for ninety-two items, there is no indication of how Mexican-American parents perceive their daughters' present performance capability.

A more careful day-to-day tallying of exactly which questionnaire was used with whom could have provided a better balance without requiring an excessive amount of time.

Reduction of Data

The time necessary for tallying and reducing the data was greatly underestimated by the staff. Because of the calculation, data processing was ruled out as unnecessary. It was felt that hand counting would be sufficient. It took, however, a total of sixty man days to complete this activity. Data processing would have been cheaper, more efficient, and, very probably, more accurate.

Successful Procedures

The three step appointment procedure used with parents worked most successfully. The letter of introduction and explanation prepared them for the phone call and saved time during the call. The phone call resulted in making appointments, as far as possible, when both parents were present, and at a convenient time for them. Directions for locating the homes were obtained during the phone calls, which saved time for the interviewers.

Personal interviews with the parents and community leaders resulted in a better return than could be expected if a mailed survey procedure had been used. However, there were some other important side benefits which future researchers might wish to consider. Both parents and community leaders expressed pleasure at being asked to participate in school curriculum planning. Most respondents took advantage of expressing their views on what was wrong with the schools and what should be done to improve them. Interviewers listened and recorded their comments. (See "Findings," p. 231, infra.) Interviewers were able, in some cases, to make specific suggestions as to appropriate ways and channels for presenting concerns to teachers and administrators. Several community leaders made specific suggestions as to how they might help in the proposed continuation high school, such as being a part of a "work-experience" program. All offers of help were recorded and filed for possible future use by the Project.

The use of teachers from Valley High School and other schools in the district as interviewers was very effective. They knew most of the families on the list, and were, therefore, able to make appointments with ease. They were also well equipped to handle the questions, concerns, and suggestions given by respondents.

The piloting of procedures was also very helpful and is a desirable technique. Errors and inadequacies can be discovered early. People's emotional blocks, hostilities and fears become apparent in ways that would otherwise not be predictable. Taking the experiences gained from the piloting of the questionnaires and then using them in role-playing situations provided the interviewers ahead of time with valuable insights into problems which could have arisen in the interviews. A more thorough piloting of all the procedures used in fulfilling this task assignment would have been beneficial; it might have helped in avoiding many of the omissions and limitations described herein.

NOTES

[1] Interviewers reported that mothers often responded: "I've certainly taught my son/daughter (a particular behavior). She knows better, but she just doesn't do it." Then, the mother would check the "yes" column, which indicates that the son/daughter can in fact perform the given behavior.

[2] For a more complete discussion of Shellhaas's techniques, and the rationales for them, refer to: Shellhaas, Max, "Motion Pictures for Stimulus Presentation: Development and Uses for Opinion and Attitude Research Interviews," Psychological Reports, 1968, 22, 687-690, Southern Universities Press.

[3] Mager, Robert F., Preparing Instructional Objectives, Fearon Publishers, Palo Alto, California, c. 1962.

[4] Ibid., p. 3.

[5] An excellent resource book on this subject is The Social Organization of Juvenile Justice by Dr. Aaron Cicourel. This book was published by John Wiley and Sons, Inc., New York, c. 1968.

FINDINGS

The purpose of this research was: 1) to discover all of the significant skills a Valley student must have and the knowledges he must possess to succeed in his present and projected home and community situations; 2) to discover the present capabilities of Valley students to perform these skills and exhibit these knowledges; and, 3) to compare the expectations with the capabilities to determine the needs of Valley students. Home and community situations were divided into seven categories:

1. Health and Safety
2. Child Development
3. Clothing and Textiles
4. Home Management
5. Family Relationships
6. Housing and Furnishing
7. Food and Nutrition.

The data collection instrument utilized was the Home and Community Behavioral Expectations Questionnaires (I-VI). Each of the six questionnaires included forty-six skills and knowledges which might be necessary for success in the seven categories of home and community living. Each statement was preceded by the words "A girl should be able to (or 'should know') ..." and "A boy should be able to (or 'should know') ..." A response form was used which allowed the respondent to choose from three possible responses: "Necessary," "Helpful," and "No Value." After each statement, those respondents who were parents of Valley students were also asked to check "Yes," "No," or "Don't Know" in response to the question "Can your child do this well enough now?" (or, "Does your child know this well enough now?"). A Spanish version of the six questionnaires and the response form was used with Mexican-American parents who did not speak or understand English clearly. No exact record was kept of the number of times the Spanish version was utilized. The interview team, however, indicated that it was used in less than half of the interviews of the Mexican-American parents.

The respondent groups consisted of 108 Anglo parents, thirty-two Mexican-American parents and ninety community leaders. All questionnaires were administered to some Anglo parents, some Mexican-American parents and some community leaders. (See Figure 1.) The division, however, was something less than ideal. When these three groups are divided into their respective subgroups, an even greater unbalance appears. (See Figures 2, 3, and 4.)

Figure 1

NUMBER OF TIMES QUESTIONNAIRES
ADMINISTERED TO EACH SUBGROUP
AND TO TOTAL RESPONDENTS

Quest. No.	Anglo Parents	M/A Parents	All Mothers	All Fathers	Comm. Leaders	Total Respondents
I	17	9	17	9	20	46
II	21	6	17	10	15	42
III	21	5	17	9	12	38
IV	20	4	16	8	10	34
V	15	4	13	6	15	34
VI	14	4	10	8	18	36

Figure 2

NUMBER OF TIMES EACH QUESTIONNAIRE
ADMINISTERED TO ANGLO PARENTS
WITH CHILDREN AT VALLEY HIGH SCHOOL

Quest. No.	Father with Boy	Father with Girl	All Fathers	Mother with Boy	Mother with Girl	All Mothers
I	6	2	8	6	3	9
II	4	3	7	9	5	14
III	5	3	8	8	5	13
IV	5	2	7	8	5	13
V	4	1	5	5	5	10
VI	3	3	6	5	3	8

Figure 3

NUMBER OF TIMES EACH QUESTIONNAIRE ADMINISTERED TO MEXICAN-AMERICAN PARENTS WITH CHILDREN AT VALLEY HIGH SCHOOL

Quest. No.	Father with Boy	Father with Girl	All Fathers	Mother with Boy	Mother with Girl	All Mothers
I	0	1	1	5	3	8
II	2	1	3	2	1	3
III	1	0	1	3	1	4
IV	1	0	1	3	0	3
V	0	1	1	3	0	3
VI	2	0	2	2	0	2

Figure 4

NUMBER OF TIMES EACH QUESTIONNAIRE ADMINISTERED TO COMMUNITY LEADERS

Questionnaire No.	Total
I	20
II	15
III	12
IV	10
V	15
VI	18

The ratio of girls to boys at Valley is 1:3. Forty-eight of the parents interviewed have daughters at Valley High School. Of these, only eight were Mexican-American. It is not completely surprising then, that two of the questionnaires, IV and VI, were not administered to any Mexican-American parent with a daughter at Valley High School. (See Figure 3.) This meant that no measurement was obtained on the present capability of Mexican-American girls at Valley on ninety-two of the 276 statements listed on Home and Community Behavioral Expectations.

The findings are reported for total responses to each statement on the master list. They are also indicated for the responses of each subgroup. The subgroups are: Community Leaders; All Parents; Anglo Parents; Mexican-American Parents; Fathers; and, Mothers. It was decided not to divide these subgroups further,as the N, in some cases, was too small; and, while the results might have been interesting, they would have served no value in determining next year's instructional needs.

The findings are reported separately for each of the seven major categories. The master list of Home and Community Behavioral Expectations has been divided into these seven parts and the appropriate section placed at the beginning of each "Report of Findings." This list is followed by a chart showing the subcategories and the master list number of each statement belonging to that subcategory. Next is a table showing the complete findings by percentages for the particular category. This is followed by a narrative analysis of the findings with illustrative charts. The comments verbalized by parents and community leaders at the end of the interview are reported. The summary compares the expectations with the capabilities to arrive at the needs of Valley students in developing home and community living skills.

REPORT OF FINDINGS

in

HEALTH AND SAFETY

HOME AND COMMUNITY MASTER LIST

HEALTH AND SAFETY

M.L. # Q. #

Questionnaire I

1 -- 1. Wash and care for hair.

2 -- 2. Prevent accidents by observing safety rules and using tools properly.

3 -- 3. Treat simple wounds and injuries of family members.

4 -- 4. Cleanse face properly with soap and water.

5 -- 5. Phone and locate emergency centers in the community including: fire department, police and hospital.

Questionnaire II

6 -- 1. Know what health services are available in the community such as prenatal classes, clinics, Visiting Nurses Association, etc.

7 -- 2. Take preventative measures to control communicable diseases such as: get vaccinations and shots, chest x-rays.

8 -- 3. Control pests such as mice, ants, bedbugs, or cockroaches by keeping the home clean and using effective pesticide as directed.

9 -- 4. Know the facts about venereal diseases, including their symptoms and causes.

10 -- 5. Identify and remove potentially dangerous objects from the reach of children such as knives, scissors, pins or plastic bags.

11 -- 6. Tell approximately what hospitalization costs.

Questionnaire III

12 -- 1. Know what truths and dangers there are in "old wives tales" about health.

M.L. Q.
# #

## Questionnaire III
(continued)

13 -- 2. Know the effects of drinking alcoholic beverages.

14 -- 3. Compare the value of patent medicines, or "quack" remedies, with that of prescribed medical treatment.

15 -- 4. Give first aid.

16 -- 5. Store, in safe places, cleaning supplies which could injure or poison children.

17 -- 6. Select and use a deodorant that is suitable for the individual.

18 -- 7. Practice good posture when sitting, walking, or standing.

Questionnaire IV

19 -- 1. Remove excess body hair for neat appearance.

20 -- 2. Make and keep regular medical and dental check-ups and appointments.

21 -- 3. Understand the dangerous effects of untreated venereal disease.

22 -- 4. Keep a record of necessary medical information including immunization, birth certificate, dates and names of serious illnesses, accidents and operations for each family member.

23 -- 5. Pick out false or partially false statements in advertisements about medicine and health treatments.

24 -- 6. Know and make use of exercise which will keep the individual physically fit.

Questionnaire V

25 -- 1. Know the things that should be considered in choosing a family doctor.

26 -- 2. Know the symptoms and treatment of common childhood diseases such as chicken pox, measles, mumps, colds, and flu.

M.L. # Q. #

Questionnaire V
(continued)

27 -- 3. Identify reasons for and plan ways to solve problems of overweight.

28 -- 4. Know the cost, in terms of money, time, health, and energy, of using alcoholic beverages, narcotics and cigarettes.

29 -- 5. Prepare and serve different types of special diets including soft diets, low salt diets, low sugar diets, liquid diets and bland diets.

30 -- 6. Know about the harmful and helpful uses of various narcotics and other drugs.

31 -- 7. Practice standards of cleanliness by bathing and brushing teeth regularly and wearing clean clothes.

32 -- 8. Make a plan for breaking unhealthy habits such as excessive drinking, smoking, drug use and eating.

Questionnaire VI

33 -- 1. Know how to provide hospital clerks with all necessary information to admit a patient including: age of patient, method of payment for services received, and medical history of patient.

34 -- 2. Know the laws and penalties involved in serving or drinking alcoholic beverages and in using narcotics.

35 -- 3. Read, use and care for a thermometer.

36 -- 4. Give artificial respiration.

37 -- 5. Know some ways to solve problems of being underweight.

Figure 5

STATEMENTS LISTED UNDER HEALTH AND SAFETY GROUPED INTO SUBCATEGORIES (BY MASTER LIST NUMBERS)

Subcategory	Master List Numbers
Health Practices (14)	7; 8; 12; 14; 18; 20; 23; 24; 25; 26; 27; 29; 35; 37
Safety Practices (3)	2; 10; 16
Emergency Treatment (4)	3; 5; 15; 36
Personal Hygiene (5)	1; 4; 17; 19; 31
Community Services (4)	6; 11; 22; 33
Use of Drugs, Alcohol, and Smoking (5)	13; 28; 30; 32; 34
Venereal Disease (2)	9; 21

TOTAL PERCENTAGE RATINGS FOR ALL ITEMS IN HEALTH AND SAFETY - Figure 6

FORM F

	EXPECTATIONS														CAPABILITIES									
M.L.	Anglo		Mex/Amer		Mothers		Fathers		Parents		Comm. Ldrs.		Total Resp.		Anglo		Mex/Amer		Mothers		Fathers		All Parents	
No.	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G*	B	G	B	G	B	G	B
1.	98	93	84	73	88	85	100	95	92	88	100	100	95	93	100	92	100	100	100	100	100	83	100	94
2.	91	93	84	67	91	85	84	89	88	87	89	94	89	90	80	92	25	100	50	100	100	83	56	94
3.	91	88	100	84	100	91	84	78	94	87	86	81	91	84	60	58	50	60	66	82	33	17	56	59
4.	98	94	89	73	91	85	100	89	94	87	100	100	97	92	80	83	100	100	83	100	100	66	89	88
5.	100	98	95	78	98	91	100	89	98	90	89	92	94	91	100	92	50	80	83	82	66	100	78	88
6.	82	74	75	75	77	68	86	86	80	74	84	64	81	70	38	27	50	100	33	36	50	50	40	41
7.	88	88	92	92	91	97	86	86	89	89	97	97	92	92	63	77	100	100	66	91	75	66	70	82
8.	88	82	84	84	88	82	86	80	87	81	87	87	87	83	63	77	100	100	83	82	50	83	70	82
9.	93	93	92	92	91	91	96	96	93	93	100	100	95	95	75	77	100	50	66	64	100	83	80	71
10.	98	96	92	92	94	91	100	100	96	94	90	90	94	93	100	92	100	100	100	100	100	83	100	94
11.	60	82	84	75	59	88	75	65	65	80	57	50	62	69	38	15	100	50	66	9	25	50	50	24
12.	82	79	80	80	82	82	78	73	78	79	80	71	80	76	63	77	00	75	33	73	100	83	56	76
13.	96	98	70	70	91	94	89	89	87	92	92	97	91	93	100	85	100	100	100	82	100	100	100	88
14.	86	86	80	80	88	88	78	78	85	85	84	80	84	83	75	54	00	25	50	36	100	66	67	47
15.	88	82	100	100	98	88	78	78	92	85	71	71	86	80	75	31	100	25	100	18	33	50	78	29
16.	91	88	100	100	94	94	89	84	89	90	97	88	93	89	87	62	100	75	83	55	100	83	89	65
17.	72	72	70	70	75	74	67	67	69	71	63	63	68	68	87	92	00	100	66	100	100	83	78	94
18.	93	88	80	90	91	91	89	84	90	88	67	67	83	82	63	69	100	50	50	64	100	66	67	65
19.	93	82	87	87	85	91	94	75	92	85	71	88	85	86	100	85	--	100	100	100	100	66	100	88
20.	85	90	75	75	78	81	94	94	83	88	97	97	88	91	100	62	--	50	100	55	100	66	100	59
21.	95	95	100	100	100	100	88	88	96	96	92	92	95	95	71	69	--	100	80	73	50	83	71	76
22.	68	70	75	75	69	69	69	75	69	71	67	71	68	71	57	46	--	50	60	27	50	83	57	47
23.	80	76	100	100	85	78	82	82	83	78	67	63	78	74	43	46	--	75	60	55	00	50	43	53
24.	85	78	87	87	91	88	75	63	85	78	50	63	74	74	100	85	--	50	100	73	100	83	100	76
25.	87	84	100	100	92	89	84	84	89	87	35	88	87	87	50	67	100	66	40	63	100	75	57	67
26.	77	67	87	87	77	69	84	75	79	71	76	67	77	69	50	44	00	33	40	25	50	75	43	42
27.	71	74	87	87	74	81	75	66	74	76	76	76	74	76	83	78	00	66	80	75	50	75	71	75
28.	90	87	100	100	96	96	84	75	92	89	88	93	90	92	83	100	100	66	80	87	100	100	86	92
29.	67	54	75	63	66	58	75	50	68	55	67	44	67	50	33	33	00	33	20	25	50	50	29	33
30.	90	97	100	100	89	96	100	100	92	97	91	91	92	94	50	89	100	66	60	75	50	100	57	83
31.	100	100	100	100	100	100	100	100	100	100	93	93	97	97	100	89	100	100	100	87	100	100	100	92
32.	94	94	100	100	92	92	100	100	95	95	91	91	93	93	83	67	100	66	80	87	100	25	86	67

*A dash in this column indicates that no Mexican-American parent with a daughter at Valley High School responded to this question.

Figure 6 (Continued)

FORM F

	EXPECTATIONS														CAPABILITIES									
M.L.	Anglo		Mex/Amer		Mothers		Fathers		Parents		Comm. Ldrs.		Total Resp.		Anglo		Mex/Amer		Mothers		Fathers		All Parents	
No.	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G*	B	G	B	G	B	G	B
33.	68	61	63	63	69	59	56	56	65	58	50	47	70	53	17	50	--	75	00	57	33	60	83	58
34.	97	94	80	70	91	91	100	94	95	92	100	100	97	96	100	87	--	50	100	86	100	60	100	75
35.	79	71	60	60	78	73	69	69	74	71	71	66	72	68	33	50	--	00	33	29	33	40	33	36
36.	79	77	70	70	82	82	69	75	76	79	81	79	79	79	00	25	--	00	00	29	00	00	00	17
37.	54	47	40	50	55	55	44	44	50	50	42	42	46	46	50	38	--	25	33	43	66	20	50	33

*A dash in this column indicates that no Mexican-American parent with a daughter at Valley High School responded to this question.

I. EXPECTATIONS FOR GIRLS

There are a total of thirty-seven statements of behavior in the category of Health and Safety on the master list of Home and Community Behavioral Expectations. Most of these behaviors were rated as necessary (75% or above) for girls to perform by the various respondent groups. (See Figures 7 and 8.)

Figure 7

NUMBER OF BEHAVIORS RATED AS NECESSARY FOR GIRLS TO PERFORM

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
All Respondents	28
Community Leaders	25
All Parents	29
Anglo Parents	30
Mexican-American Parents	32
Mothers	31
Fathers	31

Those statements dealing with the effects of alcohol, narcotics and smoking received the highest percentages from all respondent groups with one exception. Mexican-American parents rated: "Know the effects of drinking alcoholic beverages" (13) at only 70%.

Statements related to personal hygiene also received very high percentage ratings with two exceptions. None of the respondent groups gave a rating higher than 75% to "Select and use a deodorant that is suitable for the individual" (17). Removing excess body hair (19) was seen as an important behavior by all respondents except community leaders, who rated it at 71%.

There are two statements concerning the effects and causes of venereal disease on the master list. These statements received very high percentages from all respondent groups.

Figure 8

BEHAVIORS RATED AS NECESSARY FOR GIRLS TO PERFORM
IN THE CATEGORY OF HEALTH AND SAFETY
BY THE TOTAL POPULATION OF RESPONDENTS

M.L. No.	Statement	Percentage
4	Cleanse face properly with soap and water.	97
31	Practice standards of cleanliness by bathing and brushing teeth regularly and wearing clean clothes.	97
34	Know the laws and penalties involved in serving or drinking alcoholic beverages and in using narcotics.	97
1	Wash and care for hair.	95
21	Understand the dangerous effects of untreated venereal disease.	95
9	Know the facts about venereal diseases, including their symptoms and causes.	95

Figure 8
(continued)

M.L. No.	Statement	Percentage
5	Phone and locate emergency centers in the community including: fire department, police and hospital.	94
10	Identify and remove potentially dangerous objects from the reach of children such as knives, scissors, pins or plastic bags.	94
16	Store, in safe places, cleaning supplies which could injure or poison children.	93
32	Make a plan for breaking unhealthy habits such as excessive drinking, smoking, drug use and eating.	93
30	Know about the harmful and helpful uses of various narcotics and other drugs.	92
7	Take preventative measures to control communicable diseases such as: get vaccinations and shots, chest x-rays.	92
13	Know the effects of drinking alcoholic beverages.	91
3	Treat simple wounds and injuries of family members.	91
28	Know the cost, in terms of money, time, health, and energy, of using alcoholic beverages, narcotics and cigarettes.	90
2	Prevent accidents by observing safety rules and using tools properly.	89
20	Make and keep regular medical and dental check-ups and appointments.	88
8	Control pests such as mice, ants, bedbugs, or cockroaches by keeping the home clean and using effective pesticide as directed.	87

Figure 8
(continued)

M.L. No.	Statement	Percentage
25	Know the things that should be considered in choosing a family doctor.	87
15	Give first aid.	86
19	Remove excess body hair for neat appearance.	85
14	Compare the value of patent medicines, or "quack" remedies, with that of prescribed medical treatment.	84
18	Practice good posture when sitting, walking, or standing.	83
6	Know what health services are available in the community such as prenatal classes, clinics, Visiting Nurses Association, etc.	81
12	Know what truths and dangers there are in "old wives tales" about health.	80
36	Give artificial respiration.	79
23	Pick out false or partially false statements in advertisements about medicine and health treatments.	78
26	Know the symptoms and treatment of common childhood diseases such as chicken pox, measles, mumps, cold and flu.	77

II. EXPECTATIONS FOR BOYS

Slightly less of the behaviors listed under Health and Safety were rated as necessary for boys to perform by the various respondent groups. (See Figures 9 and 10.)

Figure 9

NUMBER OF BEHAVIORS RATED AS NECESSARY FOR BOYS TO PERFORM

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
All Respondents	26
Community Leaders	23
All Parents	29
Anglo Parents	29
Mexican-American Parents	27
Mothers	29
Fathers	28

The expectations for boys are very similar to those for girls. High percentage ratings were given to all statements dealing with alcohol, narcotics and smoking, with the one exception of the statement about drinking alcoholic beverages (13), which Mexican-American parents rated 70%.

Personal hygiene is also considered very important for boys. The Mexican-Americans, however, only rated two of the five statements about personal hygiene as necessary behaviors for boys (19; 31). Except for number 17, all other respondent groups rated statements about personal hygiene well above 75%.

Knowing the causes and effects of venereal disease was considered essential by all respondent groups.

Figure 10

BEHAVIORS RATED AS NECESSARY FOR BOYS TO PERFORM IN THE CATEGORY OF HEALTH AND SAFETY BY THE TOTAL POPULATION OF RESPONDENTS

M.L. No.	Statement	Percentage
31	Practice standards of cleanliness by bathing and brushing teech regularly and wearing clean clothes.	97
34	Know the laws and penalties involved in serving or drinking alcoholic beverages and in using narcotics.	96
9	Know the facts about venereal diseases, including their symptoms and causes.	95
21	Understand the dangerous effects of untreated venereal disease.	95
30	Know about the harmful and helpful uses of various narcotics and other drugs.	94
1	Wash and care for hair.	93
10	Identify and remove potentiallly dangerous objects from the reach of children such as knives, scissors, pins or plastic bags.	93
13	Know the effects of drinking alcoholic beverages.	93
32	Make a plan for breaking unhealthy habits such as excessive drinking, smoking, drug use and eating.	93
28	Know the cost, in terms of money, time, health, and energy, of using alcoholic beverages, narcotics and cigarettes.	92
7	Take preventative measures to control communicable diseases such as: get vaccinations and shots, chest x-rays.	92
4	Cleanse face properly with soap and water.	92

Figure 10
(continued)

M.L. No.	Statement	Percentage
20	Make and keep regular medical and dental check-ups and appointments.	91
5	Phone and locate emergency centers in the community including: fire department, police and hospital.	91
2	Prevent accidents by observing safety rules and using tools properly.	90
16	Store, in safe places, cleaning supplies which could injure or poison children.	89
25	Know the things that should be considered in choosing a family doctor.	87
19	Remove excess body hair for neat appearance.	86
3	Treat simple wounds and injuries of family members.	84
8	Control pests such as mice, ants, bedbugs, or cockroaches by keeping the home clean and using effective pesticide as directed.	83
14	Compare the value of patent medicines, or "quack" remedies, with that of prescribed medical treatment.	83
18	Practice good posture when sitting, walking, or standing.	82
15	Give first aid.	80
36	Give artificial respiration.	79
27	Identify reasons for and plan ways to solve problems of overweight.	76
12	Know what truths and dangers there are in "old wives tales" about health.	76

III. DIFFERENCES IN EXPECTATIONS FOR GIRLS AND BOYS

Very few of the statements listed under Health and Safety were rated as more necessary for one sex than the other. Only three statements were given more than a 10% higher rating for boys than girls. Eight were rated higher for girls than boys by more than 10%. These statements are spread throughout the subcategories with no pattern emerging.

IV. DIFFERENCES IN EXPECTATIONS OF PARENTS AND COMMUNITY LEADERS

Parents rated most of the statements higher than did community leaders. The greatest differences occurred on statements dealing with the need to practice sound health measures and to utilize health agencies in the community. (See Figure 11.)

V. DIFFERENCES IN EXPECTATIONS OF ANGLO PARENTS AND MEXICAN-AMERICAN PARENTS

The ratings of these two subgroups differed eleven times by a percentage greater than 10%, in indicating their expectations for girls. Anglo parents rated six statements of behavior higher. Mexican-American parents rated five statements higher. The content of these eleven statements is varied and covers most of the subcategories of Health and Safety. (See Figure 12.)

Figure 11

NUMBER OF STATEMENTS IN EACH SUBCATEGORY RATED HIGHER (BY MORE THAN 10%) BY EITHER PARENTS OR COMMUNITY LEADERS IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Parents Higher		Community Leaders Higher	
Subcategory	Girl	Boy	Girl	Boy
Health Practices (14)	3	3	1	0
Safety Practices (3)	0	0	0	0
Emergency Treatment (4)	1	1	0	0
Personal Hygiene (5)	1	0	0	0
Community Services (4)	2	1	0	0
Use of Drugs, Alcohol, and Smoking (5)	0	0	0	0
Venereal Disease (2)	0	0	0	0

Figure 12

NUMBER OF STATEMENTS IN EACH SUBCATEGORY RATED HIGHER (BY MORE THAN 10%) BY EITHER ANGLO PARENTS OR MEXICAN-AMERICAN PARENTS IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Anglos Higher		Mexican-Americans Higher	
Subcategory	Girl	Boy	Girl	Boy
Health Practices (14)	3	2	3	4
Safety Practices (3)	0	1	0	1
Emergency Treatment (4)	0	1	1	1
Personal Hygiene (5)	1	2	0	0
Community Services (4)	0	0	1	0
Use of Drugs, Alcohol, and Smoking (5)	2	2	0	1
Venereal Disease (2)	0	0	0	0

No strong indicators of differences in expectations between the subgroups is, therefore, evidenced. Anglo parents did indicate, however, a slightly greater concern than did Mexican-American parents that their daughters know the effects of using alcohol, narcotics and smoking, and that they practice personal hygiene. The differences are neither great enough nor consistent enough within these named subcategories to allow any assumption of a value difference.

The same conclusion can be drawn from analyzing the ratings of these two subgroups which indicate their expectations for boys. They differed by more than 10% fifteen times. Anglo parent ratings were higher eight times. Mexican-American parent ratings were higher seven times.

VI. DIFFERENCES IN EXPECTATIONS OF MOTHERS AND FATHERS

Mothers, as indicated by their responses, tended to see many of the behaviors as more important than did the fathers who responded. In their expectations for girls, mothers rated eight behaviors more than 10% higher than did fathers. The ratings of fathers were higher than those of mothers by more than 10% on four statements. In their expectations for boys, the ratings of these subgroups differed eleven times. The ratings of mothers were higher by more than 10% on nine statements. The ratings of fathers were higher on only two statements.

An analysis of those statements where differences occur reveals no strong pattern. (See Figure 13.)

The statements cover all but one of the subcategories under Health and Safety. Mothers did rate those statements dealing with emergency treatment and sound health practices somewhat higher than did the fathers.

Figure 13

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 10%)
BY EITHER MOTHERS OR FATHERS
IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Mothers Higher		Fathers Higher	
Subcategory	Girl	Boy	Girl	Boy
Health Practices (14)	2	4	1	2
Safety Practices (3)	0	0	0	0
Emergency Treatment (4)	3	1	0	0
Personal Hygiene (5)	0	1	1	0
Community Services (4)	1	1	1	0
Use of Drugs, Alcohol, and Smoking (5)	1	1	1	0
Venereal Disease (2)	1	1	0	0

VII. PRESENT CAPABILITIES OF GIRLS

Seventeen of the thirty-seven behaviors under Health and Safety are now being performed acceptably by 75% or more of the girls at Valley, according to their parents. (See Figure 14.) Of the seventeen, fourteen are behaviors which were rated as necessary by the total respondents.

Figure 14

NUMBER OF BEHAVIORS REPORTED TO BE WITHIN THE CAPABILITY OF 75% OR MORE OF THE GIRLS AT VALLEY HIGH SCHOOL

Respondent Groups	No. of Statements Receiving 75% or Above
All Parents	17
Anglo Parents	19
Mexican-American Parents	16*
Mothers	16
Fathers	20

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* Responses for only twenty-six statements from this subgroup. See p. 46, supra.

Most of the girls at Valley are capable of practicing acceptable standards of personal hygiene. They are aware of the effects of alcohol, narcotics and smoking. Between 70-80% of the girls know the causes, effects and treatment of venereal diseases. Most parents perceive their daughters as being capable of practicing safety measures around the home.

Many of the girls at Valley are unprepared to handle emergency situations. None of the girls can give artificial respiration (36). With two exceptions, those statements dealing with sound health practices were rated as being practiced by less than 75% of the girls at Valley.

The ability to "Make and keep regular medical and dental appointments" (20), and the ability to "Know and make use of exercise that will keep the individual physically fit" (24), are practiced by all of the girls at Valley according to the responses of their parents.

VIII. PRESENT CAPABILITIES OF BOYS

Eighteen of the thirty-seven behaviors under Health and Safety are now being performed acceptably by 75% or more of the boys at Valley High School. (See Figure 15.)

Figure 15

NUMBER OF BEHAVIORS REPORTED TO BE WITHIN THE CAPABILITY OF 75% OR MORE OF THE BOYS AT VALLEY HIGH SCHOOL

Respondent Groups	No. of Statements Receiving 75% or Above
All Parents	18
Anglo Parents	18
Mexican-American Parents	17
Mothers	17
Fathers	19

Of the twenty-six statements of behaviors which were rated as necessary for boys to perform, sixteen are now being practiced acceptably. Most of the boys at Valley are capable of practicing acceptable standards of personal hygiene. They are also aware of the effects of drinking alcoholic beverages, using narcotics and smoking. Only 67% of them, however, could make a plan for breaking any unhealthy habits such as drinking or smoking (32). Most of the boys could locate help in an emergency (5), but would be at a loss to perform any emergency treatment themselves (3; 15; 36). Almost all of the boys practice sound safety measures in using tools and dangerous objects (2; 10). Not so many of them, 65%, know to store cleaning supplies, which could be poisonous, away from children (16).

There are only five of the fifteen behaviors in the subcategory, "Health Practices," which are practiced by more than 75% of the boys at Valley (7; 8; 12; 24; 27). Between 70-80% of the boys at Valley know the causes, effects and treatment of venereal disease. Fewer of the boys know about the health services in the community or how to relate to and handle the requirements of hospital care (6; 11; 22; 33).

IX. DIFFERENCES IN CAPABILITY PERCEPTION BETWEEN ANGLO PARENTS AND MEXICAN-AMERICAN PARENTS

Anglo parents and Mexican-American parents differed in their ratings by more than 20% on seventeen statements determining the capabilities of their daughters. As no Mexican-American parents with daughters at Valley High School were interviewed on Questionnaires IV and VI, (see page 46, supra) the total number of statements to be compared is only twenty-six. On eight statements Anglo parents more frequently than Mexican-American parents responded that their daughters were capable of acceptable performance. On nine other behaviors, this was reversed.

The two subgroups differed in their ratings by more than 20% on fifteen out of the thirty-seven statements determining the capabilities of their sons. Anglo parents rated higher on eight statements. Mexican-American parents rated higher on seven statements.

An analysis of the statements where sizable difference is expressed between the subgroups, reveals no strong pattern. (See Figure 16.)

Figure 16

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 20%)
BY EITHER ANGLO PARENTS OR MEXICAN-AMERICAN PARENTS
IN REPORTING THEIR CHILDREN'S CAPABILITIES

	Anglos Higher		Mexican-Americans Higher	
Subcategory	Girl*	Boy	Girl*	Boy
Health Practices (14)	5	3	4	4
Safety Practices (3)	0	0	0	0
Emergency Treatment (4)	1	1	1	0
Personal Hygiene (5)	1	0	1	0
Community Services (4)	0	0	1	2
Use of Drugs, Alcohol, and Smoking (5)	0	3	1	0
Venereal Disease (2)	1	1	1	1

---

* Girls are compared on only twenty-six statements.

More Mexican-American boys and girls than Anglo are aware of community services and agencies and how best to relate to them. More Anglo boys are knowledgeable about the effects of alcohol, narcotics and smoking than are Mexican-American boys, according to their parents.

The percentage differences on some statements are remarkably large, but it is difficult to extract any inferences from this as there is so little relationship between these statements. For example, on the statement "Select and use a deodorant that is suitable for the individual" (17), 87% more Anglo girls than Mexican-American girls are considered to be presently capable of acceptable performance. In being able to "Compare the value of patent medicines or 'quack' remedies with that of prescribed medical treatment" (14), 75% more Anglo girls than Mexican-American girls are presently capable of acceptable performance. Sixty-two percent (62%) more Mexican-American girls than Anglo girls were rated as capable of telling approximately what hospitalization costs (11). Seventy-three percent (73%) more Mexican-American boys than Anglo boys are capable of knowing what health services are available in the community (6). Fifty percent (50%) more Anglo boys than Mexican-American boys are capable of reading and using a thermometer.

X. DIFFERENCES IN CAPABILITY PERCEPTION BETWEEN MOTHERS AND FATHERS

Mothers and fathers differed nineteen times by more than

20% in evaluating the capabilities of their daughters. On eleven of these behaviors, fathers more frequently than mothers responded that their daughters were capable of acceptable performance. On eight other behaviors, mothers more frequently responded that their daughters were capable of acceptable performance. These two subgroups differed sixteen times in evaluating their sons. Each subgroup rated higher on eight statements. More mothers indicated that they perceived their children as capable of handling emergency situations than did fathers. (See Figure 17.)

Figure 17

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 20%)
BY EITHER MOTHERS OR FATHERS
IN REPORTING THEIR CHILDREN'S CAPABILITIES

	Mothers Higher		Fathers Higher	
Subcategory	Girl	Boy	Girl	Boy
Health Practices (14)	3	2	6	3
Safety Practices (3)	0	0	1	1
Emergency Treatment (4)	3	2	0	1
Personal Hygiene (5)	0	2	1	0
Community Services (4)	1	0	1	2
Use of Drugs, Alcohol, and Smoking (5)	0	2	1	1
Venereal Disease (2)	1	0	1	0

More fathers than mothers assessed their children capable of using sound health practices.

The greatest difference in evaluating their daughters' capabilities occurred on the statements "Know what truths and dangers there are in 'old wives tales' about health" (12), and "Give first aid" (15). Seventy-seven percent (77%) more fathers than mothers believed their daughters acceptably knowledgeable on the first statement and 77% more mothers than fathers thought their daughters capable of the latter. Sixty-seven percent (67%) more fathers than mothers, however, rated their sons capable of giving first aid. Sixty-two percent (62%) more mothers than fathers considered their sons capable of making a plan for breaking unhealthy habits (32).

XI. SUMMARY

About three-fourths of the skills and knowledges in the category of Health and Safety are considered to be necessary for both boys and girls to perform. Those statements listed in the subcategory "Use of Drugs, Alcohol and Smoking" were rated highest by all respondents. Also very highly rated were statements listed under "Personal Hygiene" and "Venereal Disease."

Few of the behaviors were seen as more important for one sex than the other. Parents rated more statements of behavior as necessary than did community leaders; and, mothers rated statements higher than did fathers. Anglo parents rated statements dealing with personal hygiene and the use of alcohol higher than did Mexican-American parents.

Mexican-American parents rated higher statements related to practicing sound health measures. About one-half of the behaviors listed in this category are now being practiced acceptably by no less than 75% of the students at Valley. Most of the boys and girls at Valley High School can perform successfully those behaviors involved in personal hygiene. Most of them know about the uses and abuses of drugs, narcotics and smoking, and most know the symptoms, causes and effects of venereal disease. Few of the Valley students know how to provide emergency care or are capable of performing the behaviors listed under "Health Practices."

Anglo boys are more knowledgeable than Mexican-American boys about the problems of drugs, alcohol and smoking. Mexican-American students are more aware of community health services than Anglo students. Fathers see their children as more capable of performing the behavior listed in this category than do mothers.

REPORT OF FINDINGS

in

CHILD DEVELOPMENT

HOME AND COMMUNITY MASTER LIST

CHILD DEVELOPMENT

M.L. # Q. #

Questionnaire I

38 -- 6. Name places that care for children such as state and private day nurseries, baby sitters, Operation Headstart programs, etc., and tell the advantages and disadvantages of each.

39 -- 7. See situations from the child's point of view, that is, understand how a child feels about things.

40 -- 8. Tell the reasons why brothers and sisters fight and find ways to solve these problems.

41 -- 9. Explain what each parent is supposed to do in caring for a child.

42 --10. Choose toys and things to play with that are suitable for the child at different ages and interests.

43 --11. Bathe a baby.

Questionnaire II

44 -- 7. Tell ways children show their fears, anger, lonliness or jealousy and suggest ways to help the child control such emotions.

45 -- 8. Know the stages a child goes through in growing up, including the following things: 1) what a parent should expect from a child of a certain age, 2) what acceptable differences there are between children making normal growth, and 3) what needs children of different ages have. Some examples: when he should start walking, why is he jealous of little brother, why doesn't he eat like his brother does?

46 -- 9. Explain behavior problems of children and find ways to prevent and solve such problems.

47 --10. Know what the law requires of parents in taking care of their children.

48 --11. Know places in the community which provide recreation for children and teenagers.

M.L. # Q. #

Questionnaire II
(continued)

49 --12. Set a good example in food likes and eating habits for the child.

50 --13. Provide a number of different indoor and outdoor activities for a child.

Questionnaire III

51 -- 8. Clothe a baby.

52 -- 9. Know what services are available in the community for children with special problems such as the physically, mentally, or emotionally handicapped.

53 --10. Know why children are different from each other such as why some children are shy, others bold, some cry easily, others fight, some are talkative, others quiet.

54 --11. Follow doctors instructions for the feeding and care of a baby.

55 --12. Call a doctor and describe symptoms of illness or accidents.

56 --13. Feed a baby.

Questionnaire IV

57 -- 7. Make toys from household objects which pre-school children enjoy.

58 -- 8. Diaper a baby.

59 -- 9. Choose safe play materials for the child.

60 --10. Plan activities for a sick child.

61 --11. Know the responsibilities of a baby sitter.

62 --12. Heat and test a baby bottle.

Questionnaire V

63 -- 9. Plan foods and eating times so that they are a pleasant experience for the child.

M.L. # Q. #

Questionnaire V
(continued)

64 --10. Speak to and behave with children as an adult but so that the child understands.

65 --11. Choose and prepare foods suitable for children at different ages in terms of amount, types of food that won't upset them, things they can cut or handle easily and so forth.

66 --12. Wash and dress a child.

67 --13. Use health and safety practices in the care of children.

68 --14. Read and tell stories to children.

Questionnaire VI

69 -- 6. Buy or make clothing that is practical for children.

70 -- 7. Know how to discipline a child in a way that will help him learn to discipline himself.

71 -- 8. Plan a small child's daily routine, such as time to get up and go to bed, brush his teeth, etc.

72 -- 9. Teach a child how to dress and take care of himself.

73 --10. Give simple care to a child showing signs of illness.

Figure 18

STATEMENTS LISTED UNDER CHILD DEVELOPMENT GROUPED INTO SUBCATEGORIES (BY MASTER LIST NUMBERS)

Subcategory	Master List Numbers
Routine Care of Children (9)	43; 51; 56; 58; 62; 66; 69; 71; 72
Health and Safety Practices with Children (6)	54; 55; 59; 65; 67; 73
Play and Other Recreational Activities (6)	42; 48; 50; 57; 60; 68
Understanding and Discipline of Children (10)	39; 40; 44; 45; 46; 49; 53; 63; 64; 70
Parental Legal and Other Responsibilities (3)	41; 47; 61
Community Services for Children (2)	38; 52

TOTAL PERCENTAGE RATINGS FOR ALL ITEMS IN CHILD DEVELOPMENT - Figure 19

FORM F

	EXPECTATIONS														CAPABILITIES									
M.L.	Anglo		Mex/Amer		Mothers		Fathers		Parents		Comm. Ldrs.		Total Resp.		Anglo		Mex/Amer		Mothers		Fathers		All Parents	
No.	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G*	B	G	B	G	B	G	B
38.	80	50	56	56	82	53	50	50	71	52	50	44	64	49	40	17	00	20	17	18	33	17	22	18
39.	71	68	78	67	74	74	73	56	73	67	68	69	73	68	60	42	50	60	50	55	66	33	56	47
40.	82	77	78	67	77	77	89	67	81	73	63	67	75	70	40	42	25	40	33	45	33	33	33	41
41.	74	77	89	78	82	88	73	56	79	77	61	56	73	68	80	67	25	80	50	73	66	66	56	71
42.	77	50	84	73	74	74	89	67	79	71	63	58	74	66	60	67	50	80	50	73	66	66	56	71
43.	85	71	84	78	88	80	78	62	85	73	74	56	82	66	80	50	50	40	66	45	66	50	67	47
44.	84	76	100	100	85	77	90	90	87	81	84	77	86	77	75	46	100	75	66	55	100	50	80	53
45.	84	79	84	75	80	74	90	86	83	81	77	71	81	75	75	23	50	75	66	27	75	50	70	35
46.	67	65	92	92	68	65	80	80	72	73	67	64	70	68	50	31	100	75	66	36	50	50	60	41
47.	91	86	92	92	91	85	90	90	91	87	84	84	88	86	75	77	100	75	83	64	75	100	80	76
48.	91	86	92	92	88	82	96	96	91	87	90	90	90	88	50	85	100	100	33	91	100	83	60	88
49.	84	84	92	92	80	80	96	96	85	88	80	80	83	83	87	69	100	100	83	82	100	66	90	76
50.	76	96	92	92	74	68	90	90	80	91	80	71	80	86	87	69	50	100	66	73	100	83	80	76
51.	93	76	100	90	100	85	84	67	94	79	80	55	89	71	75	46	100	75	66	45	100	66	78	53
52.	79	76	80	80	80	80	78	73	79	77	67	63	75	72	25	31	100	25	17	9	66	66	33	29
53.	65	72	80	90	65	77	73	73	67	75	76	71	70	74	38	46	100	25	33	18	66	83	44	41
54.	88	74	90	90	91	77	84	78	89	77	84	50	74	68	87	69	100	75	83	64	100	83	89	71
55.	98	91	100	100	100	91	95	95	98	92	88	80	95	88	75	85	100	100	66	82	100	83	78	88
56.	93	76	90	90	98	82	84	73	92	79	92	59	92	72	100	62	100	75	100	64	100	66	100	65
57.	63	63	50	50	63	63	56	56	60	60	42	29	54	50	86	77	--	100	100	82	50	83	100	82
58.	85	73	75	63	85	76	82	63	83	71	63	55	76	65	86	69	--	50	80	55	100	83	86	65
59.	95	90	100	75	97	91	94	82	96	88	84	76	92	83	100	77	--	75	100	73	100	83	100	76
60.	76	68	63	63	69	63	82	75	73	67	67	50	71	61	100	69	--	75	100	55	100	100	100	71
61.	98	88	100	100	100	97	94	75	98	90	88	67	95	68	100	77	--	100	100	82	100	83	100	82
62.	93	80	87	75	93	85	88	69	92	79	76	55	86	71	100	77	--	75	100	73	100	83	100	76
63.	87	67	87	75	96	85	66	33	87	68	82	67	84	67	66	67	00	33	60	63	50	50	57	58
64.	80	77	100	87	77	74	100	92	84	79	91	88	87	83	66	78	100	66	60	75	100	75	71	75
65.	87	67	75	63	81	69	92	58	84	66	76	47	80	57	66	44	00	66	60	50	50	50	57	50
66.	80	74	87	75	77	74	92	75	84	74	85	60	84	67	83	89	100	100	80	100	100	75	86	92
67.	97	97	87	75	92	92	100	92	95	92	93	69	94	81	66	100	100	100	60	100	100	100	71	100
68.	74	71	75	50	74	66	75	66	74	66	73	54	73	60	66	78	100	100	60	87	100	75	71	83
69.	76	39	60	40	69	41	75	38	71	39	66	32	68	61	66	25	--	25	66	14	66	40	67	25

*A dash in this column indicates that no Mexican-American parent with a daughter at Valley High School responded to this question.

Figure 19 (Continued)

FORM F

	EXPECTATIONS														CAPABILITIES									
M.L. No.	Anglo		Mex/Amer		Mothers		Fathers		Parents		Comm. Ldrs.		Total Resp.		Anglo		Mex/Amer		Mothers		Fathers		All Parents	
	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G*	B	G	B	G	B	G	B
70.	97	90	60	60	82	78	94	88	87	81	87	81	87	82	50	63	--	75	66	86	33	40	50	67
71.	83	65	60	50	69	59	88	63	76	61	71	55	74	58	100	75	--	100	100	86	100	80	100	83
72.	90	68	70	60	73	59	100	75	84	66	81	68	83	67	100	87	--	100	100	86	100	100	100	92
73.	90	76	60	70	78	69	88	82	81	74	84	81	83	78	100	50	--	50	100	57	100	40	100	50

*A dash in this column indicates that no Mexican-American parent with a daughter at Valley High School responded to this question.

I. EXPECTATIONS FOR GIRLS

There are a total of thirty-six statements of behavior in the category of Child Development on the master list of Home and Community Behavioral Expectations. Two-thirds of these behaviors are perceived as necessary for girls to perform by the total population of respondents. (See Figures 20 and 21.)

Figure 20

NUMBER OF BEHAVIORS RATED AS NECESSARY FOR GIRLS TO PERFORM

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
All Respondents	24
Community Leaders	22
All Parents	28
Anglo Parents	30
Mexican-American Parents	28
Mothers	25
Fathers	30

Those statements dealing with the use of health and safety practices with children were rated very high by all respondent groups. Most of the statements regarding routine care of children received high percentages. Those statements related to legal and other responsibilities of parenthood were also rated very highly.

Figure 21

BEHAVIORS RATED AS NECESSARY FOR GIRLS TO PERFORM IN THE CATEGORY OF CHILD DEVELOPMENT BY THE TOTAL POPULATION OF RESPONDENTS

M.L. No.	Statement	Percentage
55	Call a doctor and describe symptoms of illness or accidents.	95
61	Know the responsibilities of a baby sitter.	95
67	Use health and safety practices in the care of children.	94
56	Feed a baby.	92
59	Choose safe play materials for the child.	92
48	Know places in the community which provide recreation for children and teenagers.	90
51	Clothe a baby.	89
47	Know what the law requires of parents in taking care of their children.	88
70	Know how to discipline a child in a way that will help him learn to discipline himself.	87
64	Speak to and behave with children as an adult but so that the child understands.	87
44	Tell ways children show their fears, anger, lonliness or jealousy and suggest ways to help the child control such emotions.	86
62	Heat and test a baby bottle.	86
63	Plan foods and eating times so that they are a pleasant experience for the child.	84
66	Wash and dress a child.	84
49	Set a good example in food likes and eating habits for the child.	83
72	Teach a child how to dress and take care of himself.	83

Figure 21
(continued)

M.L. No.	Statement	Percentage
73	Give simple care to a child showing signs of illness.	83
43	Bathe a baby.	82
45	Know the stages a child goes through in growing up, including the following things: 1) what a parent should expect from a child of a certain age, 2) what acceptable differences there are between children making normal growth and 3) what needs children of different ages have. Some examples: when he should start walking, why is he jealous of little brother, why doesn't he eat like his brother does?	81
50	Provide a number of different indoor and outdoor activities for a child.	80
65	Choose and prepare foods suitable for children at different ages in terms of amount, types of food that won't upset them, things they can cut or handle easily and so forth.	80
58	Diaper a baby.	76
52	Know what services are available in the community for children with special problems such as the physically, mentally, or emotionally handicapped.	75
40	Tell the reasons why brothers and sisters fight and find ways to solve these problems.	75

II. EXPECTATIONS FOR BOYS

One-third of the behaviors listed under Child Development are necessary for boys to exhibit. (See Figures 22 and 23.)

Parents indicated by their responses that they perceived more behaviors as important for boys to exhibit than did community leaders.

Figure 22

NUMBER OF STATEMENTS RATED AS NECESSARY FOR BOYS TO PERFORM

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
All Respondents	12
Community Leaders	10
All Parents	16
Anglo Parents	19
Mexican-American Parents	21
Mothers	21
Fathers	18

The various parent subgroups, however, differed so widely in which behaviors they rated as necessary that the number of statements rated necessary by all parents is lower than that of any of the parent subgroups.

Those statements in the subcategory of "Understanding and Discipline" were most frequently rated as important for boys. Statements about the ability to use sound health and safety practices with children and the ability to provide children with recreational activities were also rated as important for boys to exhibit.

Figure 23

BEHAVIORS RATED AS NECESSARY FOR BOYS TO PERFORM IN THE CATEGORY OF CHILD DEVELOPMENT BY THE TOTAL POPULATION OF RESPONDENTS

M.L. No.	Statement	Percentage
55	Call a doctor and describe symptoms of illness or accidents.	88
48	Know places in the community which provide recreation for children and teenagers.	88
50	Provide a number of different indoor and outdoor activities for a child.	86
47	Know what the law requires of parents in taking care of their children.	86
49	Set a good example in food likes and eating habits for the child.	83
64	Speak to and behave with children as an adult but so that the child understands.	83
59	Choose safe play materials for the child.	83
70	Know how to discipline a child in a way that will help him learn to discipline himself.	82
67	Use health and safety practices in the care of children.	81
73	Give simple care to a child showing signs of illness.	78
44	Tell ways children show their fears, anger, lonliness or jealousy and suggest ways to help the child control such emotions.	77
45	Know the stages a child goes through in growing up, including the following things: 1) what a parent should expect from a child of a certain age, 2) what acceptable differences there are between children making normal growth, and 3) what needs children of different ages have. Some examples: when he should start walking, why is he jealous of little brother, why doesn't he eat like his brother does?	75

III. DIFFERENCES IN EXPECTATIONS FOR GIRLS AND BOYS

Twice as many of the statements of behavior received a percentage of 75% or more when they were posed as expectations for girls than when they were asked for boys. The rearing and care of children are seen by this community as largely female tasks.

Two statements were rated more than 10% higher for boys than for girls. The subgroups of "All Parents" and "Anglo Parents" said that it was more important for boys than girls to be able to "Provide a number of different indoor and outdoor activities for a child" (50). Mothers rated the ability to "Know why children are different from each other ..." (53), as 12% more important for boys than girls.

Community leaders rated sixteen statements more than 10% higher for girls than boys. Eight of these are in the subcategory of "Routine Care."

Parents rated twelve statements higher for girls than boys by more than 10%. Eight of these are also in the subcategory of "Routine Care." The statements falling in the subcategory "Health and Safety Practices" were frequently rated higher for girls than boys.

IV. DIFFERENCES IN EXPECTATIONS OF PARENTS AND COMMUNITY LEADERS

Community leaders rated no statement higher than did parents by more than 10%. Parents rated ten statements of expectations for girls higher than did community leaders by more than 10% and nineteen statements higher in their expectations for boys.

The greatest differences between the subgroups were in their ratings of expectations for boys. With the exception of the subcategory "Understanding and Discipline," parents rated the great majority of the statements under each subcategory higher than did community leaders. (See Figure 24.)

Figure 24

NUMBER OF STATEMENTS IN EACH SUBCATEGORY RATED HIGHER (BY MORE THAN 10%) BY EITHER PARENTS OR COMMUNITY LEADERS IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Parents Higher		Community Leaders Higher	
Subcategory	Girl	Boy	Girl	Boy
Routine Care of Children (9)	4	6	0	0
Health and Safety Practices with Children (6)	1	5	0	0
Play and Other Recreational Activities (6)	2	5	0	0
Understanding and Discipline of Children (10)	1	0	0	0
Parental Legal and Other Responsibilities (3)	1	2	0	0
Community Services for Children (2)	1	1	0	0

The greatest differences ranged from 24 - 30%. These differences occurred on:

> "Make toys from household objects which pre-school children enjoy" (57).
>
> "Follow a doctors instructions for the feeding and care of a baby" (54).
>
> "Heat and test a baby bottle" (62).
>
> "Clothe a baby" (51).

V. DIFFERENCES IN EXPECTATIONS OF ANGLO PARENTS AND MEXICAN-AMERICAN PARENTS

Anglo and Mexican-American parents differed fifteen times in their expectations for girls by a percentage greater than 10%. Anglo parents rated nine statements more than 10% higher than did Mexican-Americans. Mexican-Americans rated six statements higher. The ratings of Anglo parents were frequently higher than the ratings of Mexican-American parents in the subcategory of "Routine Care" and "Health and Safety Practices." (See Figure 25.) The ratings of Mexican-American parents were frequently higher than the ratings of Anglo parents in the subcategory of "Understanding and Discipline."

Anglo and Mexican-American parents differed fourteen times in their expectations for boys. Anglo parents rated six statements higher by more than 10%. Mexican-American parents rated eight statements higher. The fourteen statements covered most of the subcategories. The statements within "Understanding and Discipline" again appears to be somewhat more important to the Mexican-American parents than to the Anglo parents in their expectations for boys.

Figure 25

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 10%)
BY EITHER ANGLO PARENTS OR MEXICAN-AMERICAN PARENTS
IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Anglos Higher		Mexican-Americans Higher	
Subcategory	Girl	Boy	Girl	Boy
Routine Care of Children (9)	3	1	0	2
Health and Safety Practices with Children (6)	2	2	0	1
Play and Other Recreational Activities (6)	2	2	1	1
Understanding and Discipline of Children (10)	1	1	4	3
Parental Legal and Other Responsibilities (3)	0	0	1	1
Community Services for Children (2)	1	0	0	0

VI. DIFFERENCES IN EXPECTATIONS OF MOTHERS AND FATHERS

Mothers and fathers differed sixteen times by a margin of more than 10% in rating their expectations for girls. Fathers rated higher twelve times and mothers, four times.

Mothers and fathers differed thirteen times by a margin of more than 10% in rating their expectations for boys. Fathers rated higher seven times and mothers, six times.

A fairly clear pattern can be determined by an analysis of those statements where differences occurred. (See Figure 26.) Combining their responses for boys and girls, fathers rated statements in "Understanding and Discipline" higher than mothers nine times. Fathers rated statements under "Play and Other Recreational Activities" higher than mothers five times. No such clear trend occurs in the statements rated higher by mothers.

Figure 26

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 10%)
BY EITHER MOTHERS OR FATHERS IN
REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Mothers Higher		Fathers Higher	
Subcategory	Girl	Boy	Girl	Boy
Routine Care of Children (9)	2	2	3	0
Health and Safety Practices with Children (6)	0	0	1	0
Play and Other Recreational Activities (6)	0	0	3	2
Understanding and Discipline of Children (10)	1	3	5	4
Parental Legal and Other Responsibilities (3)	0	1	0	1
Community Services for Children (2)	1	0	0	0

VII. PRESENT CAPABILITIES OF GIRLS

About one-half of the behaviors listed under Child Development are now being performed acceptably by 75% or more of the girls at Valley High School. (See Figure 27.)

Figure 27

NUMBER OF BEHAVIORS REPORTED WITHIN THE CAPABILITY OF 75% OR MORE OF THE GIRLS AT VALLEY HIGH SCHOOL

Respondent Group	No. of Statements Receiving 75% or Above
All Parents	18
Anglo Parents	21
Mexican-American Parents	15*
Mothers	14
Fathers	22

*Responses for only twenty-five statements from this subgroup.

Twenty-four of the behaviors listed under Child Development were indicated as necessary for girls to perform. Fourteen of the twenty-four are now being performed acceptably by 75% or more of the girls at Valley High School.

The responses indicate that fathers are more confident of their daughters capability to perform successfully in child care and development than are mothers.

The girls at Valley High are most competent of performing those behaviors under the subcategories of "Routine Care," "Health and Safety Practices," and "Parental Responsibilities." They are least capable of performing those behaviors which require understanding of children, disciplining children, or in relating to community agencies offering services to children.

VIII. PRESENT CAPABILITIES OF BOYS

Seventy-five percent (75%) or more of the boys at Valley High School are capable of performing fifteen of the behaviors listed under Child Development. (See Figure 28.)

Figure 28

NUMBER OF BEHAVIORS REPORTED WITHIN THE CAPABILITY OF 75% OR MORE OF THE BOYS AT VALLEY HIGH SCHOOL

Respondent Group	No. of Statements Receiving 75% or Above
All Parents	15
Anglo Parents	13
Mexican-American Parents	24
Mothers	12
Fathers	18

Twelve of the thirty-six statements of behavior in this category are necessary for boys to perform. Eight of these are now being performed acceptably by 75% or more of the boys at Valley High School according to their parents.

Male Valley students are capable of performing most of the behaviors of a recreational nature for children. They can perform about one-half of the behaviors under "Routine Care," and "Health and Safety Practices." Two of the three statements under "Parental Responsibilities" are rated as within the capabilities of the boys at Valley. They need greater understanding of child growth and development and how to train and discipline children. They are unfamiliar with community agencies which provide child care or helping services.

IX. DIFFERENCES IN CAPABILITY PERCEPTION BETWEEN ANGLO PARENTS AND MEXICAN-AMERICAN PARENTS

Anglo and Mexican-American parents differed in their ratings eighteen times (out of twenty-five possible) in assessing the capabilities of their daughters. The ratings of Anglo parents are higher on seven statements by more than 20%. The ratings of Mexican-American parents are higher on eleven statements by that margin.

Anglo and Mexican-American parents differed in their ratings eleven times in assessing the capabilities of their sons. Anglo parents rated higher on only one statement by more than 20%. Mexican-American parents rated higher on ten statements.

Analysis of the statements where differences occur indicate the greatest differences in perception of capability is in the areas of "Understanding and Discipline" and "Recreation." (See Figure 29.) More Mexican-American parents rated statements in these subcategories as within their children's capabilities than did the Anglo parents.

Figure 29

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 20%)
BY EITHER ANGLO OR MEXICAN-AMERICAN PARENTS
IN REPORTING THEIR CHILDREN'S CAPABILITIES

	Anglos Higher		Mexican-Americans Higher	
Subcategory	Girl*	Boy	Girl*	Boy
Routine Care of Children (9)	1	0	1	2
Health and Safety Practices with Children (6)	1	0	2	0
Play and Other Recreational Activities (6)	1	0	2	3
Understanding and Discipline of Children (10)	2	1	4	4
Parental Legal and Other Responsibilities (3)	1	0	1	1
Community Services for Children (2)	1	0	1	0

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* Girls are compared on only twenty-five statements.

X. DIFFERENCES IN CAPABILITY PERCEPTION BETWEEN MOTHERS AND FATHERS

Mothers and fathers differed twelve times in evaluating their daughters' capabilities. On ten of these behaviors, fathers responded more frequently than mothers that their daughters were capable of acceptable performance. These two subgroups differed eleven times in evaluating their sons' capabilities. On eight of these times, it was the fathers who assessed their sons' capabilities as acceptable.

Analysis of the statements where differences occur reveals no pattern of responses. (See Figure 30.) All of the subcategories are represented in those statements rated higher by fathers. The only clear inference that can be drawn is that fathers assess their children's capabilities as greater than do mothers in this category.

Figure 30

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 20%)
BY EITHER MOTHERS OR FATHERS IN
REPORTING THEIR CHILDREN'S CAPABILITIES

	Mothers Higher		Fathers Higher	
Subcategory	Girl	Boy	Girl	Boy
Routine Care of Children (9)	0	1	1	3
Health and Safety Practices with Children (6)	0	0	2	0
Play and Other Recreational Activities (6)	1	0	3	1
Understanding and Discipline of Children (10)	1	2	3	2
Parental Legal and Other Responsibilities (3)	0	0	0	1
Community Services for Children (2)	0	0	1	1

XI. SUMMARY

About two-thirds of the behaviors listed in this category are considered necessary for girls to perform. One-third of the behaviors are considered necessary for boys to exhibit.

Statements listed under "Health and Safety Practices" are rated highest for both sexes. Girls are further expected to perform capably those behaviors involved in the routine care of children. Boys should be able to understand and discipline children as well as provide them with recreational activities.

Most of the behaviors listed under "Routine Care" are rated much higher for girls than boys. Behaviors listed in the other subcategories are also rated higher for girls but not by as great a margin.

Parents rated many behaviors higher than did community leaders. Anglo parents rated behaviors involved in routine care of children higher than did Mexican-American parents. Mexican-American parents rated behaviors concerned with the understanding and discipline of children higher. Fathers rated many behaviors higher than did mothers.

About one-half of the behaviors listed are now being performed acceptably by 75% or more of the girls at Valley High School. Most of the girls at Valley High School can perform well in the areas of routine care of children and in practicing sound health and safety techniques. Few of the girls know how to provide understanding and discipline to children nor do they know about community services available to children.

Fifteen of the behaviors listed in this category are now being performed successfully by 75% or more of the boys at Valley. Many boys can provide recreational activities for children; few can provide the understanding and discipline needed by children.

Mexican-American parents see their children as more capable than do Anglo parents. Fathers see their children as more capable than do mothers.

REPORT OF FINDINGS

in

CLOTHING AND TEXTILES

HOME AND COMMUNITY MASTER LIST

CLOTHING AND TEXTILES

M.L. # Q. #

Questionnaire I

74 -- 12. Clean and polish shoes.

75 -- 13. Pick out a pattern of the right type and size and that is not too hard for her/him to make.

76 -- 14. Pick out clothes that meet the needs and wants of various family members.

77 -- 15. Compare store-bought and home-made clothes, considering: cost, time, energy, durability, appearance and workmanship.

78 -- 16. Know the things to look for in store-bought clothes that show they are made well.

79 -- 17. Choose nylon hose that are suitable for the individual considering: type, color, length, size and occasion.

80 -- 18. Use coin-operated laundry and dry-cleaning equipment.

Questionnaire II

81 -- 14. Figure out a plan for adequate and practical storage of clothing.

82 -- 15. Make over or remodel clothing.

83 -- 16. Make simple clothes from a pattern including cutting out the pattern and reading and following the instructions on the pattern.

84 -- 17. Know the meaning of words used in discussing fabrics and patterns.

85 -- 18. Pick out undergarments that improve the figure and don't hinder body circulation or body movement.

M.L. # Q. #

Questionnaire III

86 -- 14. Know what the current fashions are and decide which ones are in good taste and flattering to the individual.

87 -- 15. Select accessories including jewelry, scarves, hats, shoes, etc., which look good on the individual, go with the outfit and are right for the occasion.

88 -- 16. Know what kinds of clothing are suitable for work, school, home or social occasions.

Questionnaire IV

89 -- 13. Remove simple spots and stains from clothing.

90 -- 14. Compare the cost of home laundering to using coin-operated laundromats.

91 -- 15. Lengthen and shorten hems and make minor changes in clothes so that they fit better.

92 -- 16. Put on clothes in a store or at home in such a way as to prevent damage to the clothes.

93 -- 17. Know the cost of different fabrics and the care each needs.

Questionnaire V

94 -- 15. Plan clothing suitable for wearing to work considering the kind of work done and the location.

95 -- 16. Care for clothes through proper home laundering, ironing and daily care.

96 -- 17. Choose clothing that is flattering by considering height, weight, body shape, face and neck shape, and arm length.

97 -- 18. Buy or make clothes that meet the needs and wants of each family member.

98 -- 19. Make plans for clothing needs considering the family income, the time involved in purchasing or making them and use of "hand-me-downs."

M.L. # Q. #

Questionnaire VI

99 -- 11. Know what one's figure type is and what styles of clothing are flattering to one.

100 -- 12. Buy or make clothes that wear well, are easily cared for and are attractive.

101 -- 13. Use and care for sewing equipment, such as tape measure, scissors and sewing machine.

102 -- 14. Buy fabric and notions for clothing to be made, such as zippers, thread, trim, etc.

103 -- 15. Repair rips or tears.

104 -- 16. Know what colors are flattering to oneself.

105 -- 17. Know what percentage of the budget should be used on clothing needs.

Figure 31

STATEMENTS LISTED UNDER
CLOTHING AND TEXTILES
GROUPED INTO SUBCATEGORIES
(BY MASTER LIST NUMBERS)

Subcategory	Master List Numbers
Clothing Care (7)	74; 80; 81; 89; 90; 92; 95
Constructing Clothing (9)	75; 82; 83; 84; 91; 93; 101; 102; 103
Purchasing Clothing and Textiles (10)	76; 77; 78; 79; 85; 86; 87; 97; 98; 105
Styles in Clothing (6)	88; 94; 96; 99; 100; 104

TOTAL PERCENTAGE RATINGS FOR ALL ITEMS IN CLOTHING AND TEXTILES - **Figure 32**

FORM F

EXPECTATIONS | CAPABILITIES

M.L.	Anglo		Mex/Amer		Mothers		Fathers		Parents		Comm. Ldrs.		Total Resp.		Anglo		Mex/Amer		Mothers		Fathers		All Parents	
No.	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G*	B	G	B	G	B	G	B
74.	94	91	95	89	94	94	95	84	94	90	83	79	90	88	80	92	50	100	50	100	100	83	67	94
75.	71	32	89	84	77	53	78	44	77	50	69	22	74	39	80	33	50	20	66	18	66	50	67	29
76.	82	68	89	84	85	82	84	56	85	73	61	50	78	64	80	42	75	80	66	55	100	50	78	53
77.	77	56	89	84	85	75	73	50	81	62	81	56	81	73	40	33	50	60	33	45	66	33	44	41
78.	88	77	89	84	91	88	84	62	88	79	81	64	85	73	80	33	75	100	66	55	100	50	78	53
79.	85	62	95	78	94	74	78	56	88	67	81	22	85	49	100	33	100	40	100	36	100	33	100	35
80.	88	80	89	89	85	85	95	67	88	82	78	53	82	70	100	75	75	60	83	64	100	83	89	71
81.	82	72	92	92	77	65	96	96	83	76	77	77	81	76	75	62	50	100	50	73	100	66	70	71
82.	67	26	92	92	68	30	80	60	72	41	60	24	73	35	63	23	50	75	50	18	75	66	60	35
83.	69	19	92	84	77	24	70	50	74	33	74	13	74	26	63	15	50	75	50	36	75	17	60	29
84.	67	26	75	75	80	27	80	55	75	37	60	24	74	32	38	00	50	100	33	18	50	33	40	24
85.	86	69	92	75	80	59	100	90	87	70	74	44	82	61	75	77	100	100	100	82	50	83	80	82
86.	76	72	90	90	74	74	86	78	79	75	63	59	74	70	75	77	100	75	66	64	100	100	78	76
87.	79	74	80	80	77	77	84	73	76	75	55	50	71	67	75	77	100	50	66	64	100	83	78	71
88.	88	88	90	90	85	85	95	95	85	88	71	71	83	83	75	69	100	50	66	45	100	100	78	65
89.	70	63	63	63	69	60	69	69	69	63	63	46	68	57	86	62	--	50	80	45	100	83	86	59
90.	70	65	75	63	73	59	69	69	71	65	67	42	70	57	100	69	--	50	100	64	100	66	100	65
91.	88	45	87	75	88	54	88	44	88	50	63	29	79	43	100	31	--	50	100	27	100	50	100	35
92.	95	85	100	75	97	82	94	75	96	83	71	67	89	78	86	92	--	100	80	91	100	100	86	94
93.	76	60	100	75	78	62	82	56	79	63	76	55	78	60	100	54	--	50	100	36	100	83	100	53
94.	94	94	87	87	92	92	92	92	92	92	93	91	92	92	50	78	100	66	40	75	100	75	57	75
95.	94	77	100	87	92	85	100	66	95	79	97	78	96	79	100	67	00	100	100	87	50	50	86	75
96.	80	80	87	87	81	85	84	75	81	81	82	67	81	74	66	56	100	66	60	63	100	50	71	58
97.	74	54	87	63	81	54	66	58	76	55	78	63	76	60	66	33	100	66	60	38	100	50	71	42
98.	74	60	75	75	77	69	66	50	74	63	85	73	78	67	50	56	100	66	40	63	100	50	57	58
99.	79	68	37	37	69	64	84	66	66	58	63	47	65	53	66	63	--	75	33	71	100	60	67	67
100.	83	68	60	30	73	55	82	63	76	58	71	58	74	58	50	13	--	50	33	29	66	20	50	25
101.	72	32	40	30	64	36	63	25	63	26	71	21	65	26	66	25	--	00	100	14	33	20	67	17
102.	68	18	40	30	55	23	69	19	61	21	68	18	61	20	50	13	--	25	66	00	33	40	50	17
103.	72	47	70	60	64	50	82	50	71	50	79	45	74	47	83	38	--	75	100	57	66	40	83	50
104.	72	61	50	50	64	59	69	56	66	58	66	50	66	54	83	63	--	100	100	71	66	80	83	75
105.	72	76	70	70	73	69	88	82	79	74	87	84	83	79	17	50	--	50	33	71	00	20	17	50

*A dash in this column indicates that no Mexican-American parent with a daughter at Valley High School responded to this question.

I. EXPECTATIONS FOR GIRLS

There are a total of thirty-two statements of behavior in the category of Clothing and Textiles on the master list of Home and Community Behavioral Expectations. Better than half of these behaviors are perceived as necessary for girls to exhibit. (See Figures 33 and 34.)

Figure 33

NUMBER OF BEHAVIORS RATED AS NECESSARY FOR GIRLS TO PERFORM

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
All Respondents	18
Community Leaders	14
All Parents	22
Anglo Parents	19
Mexican-American Parents	24
Mothers	21
Fathers	23

Figure 34

BEHAVIORS RATED AS NECESSARY FOR GIRLS TO PERFORM IN THE CATEGORY OF CLOTHING AND TEXTILES BY THE TOTAL POPULATION OF RESPONDENTS

M.L. No.	Statement	Percentage
95	Care for clothes through proper home laundering, ironing and daily care.	96
94	Plan clothing suitable for wearing to work considering the kind of work done and the location.	92
74	Clean and polish shoes.	90
92	Put on clothes in a store or at home in such a way as to prevent damage to the clothes.	89
78	Know the things to look for in store-bought clothes that show they are made well.	85
79	Choose nylon hose that are suitable for the individual considering: type, color, length, size and occasion.	85
88	Know what kinds of clothing are suitable for work, school, home or social occasions.	83
105	Know what percentage of the budget should be used on clothing needs.	83
85	Pick out undergarments that improve the figure and don't hinder body circulation or body movement.	82
80	Use coin-operated laundry and dry-cleaning equipment.	82
77	Compare store-bought and home-made clothes, considering: cost, time, energy, durability, appearance and workmanship.	81

Figure 34
(continued)

M.L. No.	Statement	Percentage
81	Figure out a plan for adequate and practical storage of clothing.	81
96	Choose clothing that is flattering by considering height, weight, body shape, face and neck shape, and arm length.	81
91	Lengthen and shorten hems and make minor changes in clothes so that they fit better.	79
76	Pick out clothes that meet the needs and wants of various family members.	78
93	Know the cost of different fabrics and the care each needs.	78
98	Make plans for clothing needs considering the family income, the time involved in purchasing or making them and use of "hand-me-downs."	78
97	Buy or make clothes that meet the needs and wants of each family member.	76

Being able to purchase suitable clothing economically is considered an important ability for girls. They are expected to launder and care for clothes and to dress appropriately, stylishly, and flatteringly. They are not expected to be able to construct their own clothing or that of family members. This skill is considered helpful but not necessary for girls.

II. EXPECTATIONS FOR BOYS

Most of the respondent groups indicated that they did not consider many of the behaviors in this category necessary for boys to exhibit. This was not true, however, of Mexican-American parents. (See Figures 35 and 36.)

Figure 35

NUMBER OF BEHAVIORS RATED AS NECESSARY
FOR BOYS TO PERFORM

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
All Respondents	7
Community Leaders	5
All Parents	11
Anglo Parents	9
Mexican-American Parents	22
Mothers	11
Fathers	9

Figure 36

BEHAVIORS RATED AS NECESSARY FOR BOYS TO PERFORM
IN THE CATEGORY OF CLOTHING AND TEXTILES
BY THE TOTAL POPULATION OF RESPONDENTS

M.L. No.	Statement	Percentage
94	Plan clothing suitable for wearing to work considering the kind of work done and the location.	92
74	Clean and polish shoes.	88
88	Know what kinds of clothing are suitable for work, school, home or social occasions.	83

Figure 36
(continued)

M.L. No.	Statement	Percentage
95	Care for clothes through proper home laundering, ironing and daily care.	79
105	Know what percentage of the budget should be used on clothing needs.	79
92	Put on clothes in a store or at home in such a way as to prevent damage to the clothes.	78
81	Figure out a plan for adequate and practical storage of clothing.	76

Boys are expected to choose appropriate clothing for the occasion and keep their clothes neat and clean. With the exception of the Mexican-American parents, the other subgroups saw little necessity for boys to be able to purchase or construct clothing.

III. DIFFERENCES IN EXPECTATIONS FOR GIRLS AND BOYS

Selecting, constructing and caring for the clothing needs of the family has, traditionally, been a feminine task. In the perception of most of the subgroups, this is still true. Anglo parents rated twenty of the thirty-two behaviors higher for girls than boys by more than 20%. Mexican-American parents rated nine higher for girls. Mothers rated fifteen higher for girls. Community leaders and fathers each rated twenty-two statements higher for girls by more than 10%. No statements were rated higher for boys than girls by more than 10%. The greatest percentage difference occurred on those statements related to constructing clothing. Sewing evidently is still very much a female job in the perception of Anglo parents. The responses of Mexican-American parents indicate that they perceive any behavior connected with construction which is important for girls to exhibit to be just as important for boys.

IV. DIFFERENCES IN EXPECTATIONS OF PARENTS AND COMMUNITY LEADERS

Community leaders rated only one statement of behavior for girls higher than parents did by more than 10%: "Make plans for clothing needs considering the family income, the time involved in purchasing or making them, and use of 'hand-me-downs'" (98). Community leaders rated no statement of behavior for boys higher than parents did by more than 10%.

Parents rated ten statements of behavior for girls and nineteen statements of behavior for boys higher than community leaders by more than 10%. These statements are spread throughout the subcategories. (See Figure 37.)

Figure 37

NUMBER OF STATEMENTS IN EACH SUBCATEGORY RATED HIGHER (BY MORE THAN 10%) BY EITHER PARENTS OR COMMUNITY LEADERS IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Parents Higher		Community Leaders Higher	
Subcategory	Girl	Boy	Girl	Boy
Clothing Care (7)	2	5	0	0
Constructing Clothing (9)	3	5	0	0
Purchasing Clothing and Textiles (10)	4	6	1	0
Styles in Clothing (6)	1	3	0	0

V. DIFFERENCES IN EXPECTATIONS OF ANGLO PARENTS AND MEXICAN-AMERICAN PARENTS

In matters of clothing Mexican-American parents, according to their responses, consider many more behaviors necessary for girls and boys to perform than do Anglo parents.

An analysis of the responses of both subgroups indicate that they agree in their expectations in the area of clothing care and laundering for both sexes. (See Figure 38.) Mexican-American parents indicate that they consider the ability to sew and mend important for boys to a much greater degree than do Anglo parents. Mexican-American parents rated statements of behavior regarding purchasing clothing higher than Anglo parents did. Anglo parents rated statements of behavior regarding dressing appropriately and stylishly higher than Mexican-American parents.

Figure 38

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 10%)
BY EITHER ANGLO PARENTS OR MEXICAN-AMERICAN PARENTS
IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Anglos Higher		Mexican-Americans Higher	
Subcategory	Girl	Boy	Girl	Boy
Clothing Care (7)	0	0	0	1
Constructing Clothing (9)	2	0	3	8
Purchasing Clothing and Textiles (10)	0	0	3	5
Styles in Clothing (6)	3	3	0	0

VI. DIFFERENCES IN EXPECTATIONS OF MOTHERS AND FATHERS

Mothers and fathers differed on eleven statements in their expectations for girls by a percentage of more than 10%. Mothers rated three of these statements higher than fathers did. All three of these statements come under the subcategory of "Purchasing Clothing and Textiles." (See Figure 39.) Fathers also rated three statements of behavior under "Purchasing" higher than mothers by more than 10%, as well as three statements under "Constructing Clothing."

Figure 39

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 10%)
BY EITHER MOTHERS OR FATHERS
IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Mothers Higher		Fathers Higher	
Subcategory	Girl	Boy	Girl	Boy
Clothing Care (7)	0	2	1	1
Constructing Clothing (9)	0	1	3	3
Purchasing Clothing and Textiles (10)	3	5	3	2
Styles in Clothing (6)	0	0	1	0

With regard to their expectations for boys, mothers and fathers differed in their ratings on fourteen statements by more than 10% with mothers rating eight statements higher and fathers six higher. Most of the statements rated higher by mothers are in the subcategory of "Purchasing Clothing and Textiles." Those statements which fathers rated higher are divided between "Constructing Clothing" and "Purchasing Clothing and Textiles."

An analysis of the statements where differences occurred indicates that fathers hold behaviors regarding the construction of clothing to be somewhat more important than mothers do for both sexes. Mothers, it seems, consider behaviors involved with purchasing clothing to be somewhat more important for boys than fathers do.

VII. PRESENT CAPABILITIES OF GIRLS

One-half of the behaviors listed under Clothing and Textiles are now being performed acceptably by 75% or more of the girls at Valley High School. (See Figure 40.)

Figure 40

NUMBER OF BEHAVIORS REPORTED
TO BE WITHIN THE CAPABILITY OF
75% OR MORE OF THE GIRLS
AT VALLEY HIGH SCHOOL

Respondent Group	No. of Statements Receiving 75% or Above
All Parents	16
Anglo Parents	19
Mexican-American Parents	12*
Mothers	12
Fathers	21

* Responses for only twenty statements from this subgroup.

Eighteen statements of behavior were rated as necessary for girls to perform. Of these, ten are now being practiced acceptably by 75% or more of the boys at Valley High School.

Most of the girls at Valley High School are perceived by their parents as being capable of keeping their clothing clean and cared for properly. They can perform many of the behaviors connected with purchasing clothing. Their parents perceive them as capable of mending torn clothing or making minor adjustments in clothing such as shortening hems. Fewer of the girls at Valley are seen as capable of constructing clothing, understanding and utilizing appropriate standards of dressing, or of planning a clothing budget and shopping economically.

VIII. PRESENT CAPABILITIES OF BOYS

Less than one-fourth of the behaviors listed under Clothing and Textiles are now being practiced acceptably by 75% or more of the boys at Valley High School according to the responses of their parents. (See Figure 41.)

Figure 41

NUMBER OF BEHAVIORS REPORTED
TO BE WITHIN THE CAPABILITY OF
75% OR MORE OF THE BOYS
AT VALLEY HIGH SCHOOL

Respondent Group	No. of Statements Receiving 75% or Above
All Parents	7
Anglo Parents	7
Mexican-American Parents	14
Mothers	5
Fathers	10

Seven behaviors were rated as necessary for boys to perform. Of these, four behaviors are now practiced by 75% or more of the boys at Valley High School.

Most of the boys at Valley are not capable of performing any of the behaviors involved with construction of clothing nor can they perform many of the behaviors listed under the other subcategories.

IX. DIFFERENCES IN CAPABILITY PERCEPTION BETWEEN ANGLO PARENTS AND MEXICAN-AMERICAN PARENTS

Anglo parents and Mexican-American parents differed in their ratings by more than 20% on thirteen statements determining the capabilities of their daughters. (See Figure 42.)

Figure 42

NUMBER OF STATEMENTS IN EACH SUBCATEGORY RATED HIGHER (BY MORE THAN 20%) BY EITHER ANGLO PARENTS OR MEXICAN-AMERICAN PARENTS IN REPORTING THEIR CHILDREN'S CAPABILITIES

	Anglos Higher		Mexican-Americans Higher	
Subcategory	Girl*	Boy	Girl*	Boy
Clothing Care (7)	4	0	0	2
Constructing Clothing (9)	1	0	0	4
Purchasing Clothing and Textiles (10)	0	1	5	5
Styles in Clothing (6)	0	1	3	2

* Girls are compared on only twenty statements.

Analysis of the statements where these subgroups differ would indicate that more Anglo than Mexican-American girls at Valley High are capable of caring for their clothes. More Mexican-American girls than Anglo are capable of purchasing clothes and wearing clothes which are stylish and suitable for occasions.

Anglo and Mexican-American parents differed in assessing the capabilities of their sons on fifteen statements by a percentage greater than 20%. Thirteen of these behaviors were rated higher by Mexican-American parents. These statements of behaviors are pretty much scattered throughout the four subcategories so that the pattern that emerges is that more Mexican-American boys than Anglo are capable of performing many of the behaviors related to all aspects of clothing.

X. DIFFERENCES IN CAPABILITY PERCEPTION BETWEEN MOTHERS AND FATHERS

Mothers and fathers differed in evaluating their daughters' capabilities by a percentage of over 20% on twenty-five statements. Eighteen of these were rated higher by fathers. More fathers, according to their responses, view their daughters as capable of performing tasks related to wearing suitable, stylish, and flattering clothing than do mothers. (See Figure 43.) More fathers than mothers consider their daughters capable of purchasing clothing and caring for it.

Figure 43

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 20%)
BY EITHER MOTHERS OR FATHERS
IN REPORTING THEIR CHILDREN'S CAPABILITIES

	Mothers Higher		Fathers Higher	
Subcategory	Girl	Boy	Girl	Boy
Clothing Care (7)	1	1	4	1
Constructing Clothing (9)	3	0	2	5
Purchasing Clothing and Textiles (10)	2	1	7	1
Styles in Clothing (6)	1	0	5	1

Fathers have more confidence than do mothers in the capabilities of their sons to construct clothing. In the other subcategories, mothers and fathers generally agreed on the capabilities of their sons.

XI. SUMMARY

About one-half of the behaviors listed in this category are considered necessary for girls to perform but fewer than one-quarter are considered necessary for boys to exhibit. Both boys and girls are expected to launder and care for clothing; to dress suitably and attractively. They are expected to be able to purchase clothing using sound shopping practices. It is not considered necessary for them to construct their own clothing; although, girls should be able to mend and repair clothing.

Most of the behaviors were considered far more important for girls than boys. Only the Mexican-American parents interviewed responded that many behaviors were necessary for boys, even in the construction of clothing.

Parents rated many statements higher than did community leaders; Mexican-American parents rated many statements higher than did Anglos; and fathers rated many statements higher than did mothers. Mexican-American parents view the construction of clothing as more important than do Anglo parents who in turn consider it more important than do Mexican-American parents that boys and girls dress stylishly and flatteringly.

Most of the girls at Valley High can perform behaviors involved in keeping clothing clean, mending them, and purchasing suitable clothing. Few of them practice acceptable and appropriate dress standards, make their own clothes, or know how to budget and shop economically.

The boys at Valley High are capable of performing few of the behaviors listed in this category. Most are capable of doing simple tasks of cleaning and caring for clothing. Anglo girls and boys are better at cleaning and caring for clothes than are Mexican-American students. More Mexican-American students than Anglo know how to purchase clothing that is appropriate and attractive.

REPORT OF FINDINGS

in

HOME MANAGEMENT

HOME AND COMMUNITY MASTER LIST

HOME MANAGEMENT

M.L. # Q. #

Questionnaire I

106 --19. Locate the different agencies in the community and what they can do for the individual or the family such as health and welfare agencies, and protective agencies such as the police and fire departments.

107 --20. Know problems of family members when the mother works away from home and find ways to handle these problems.

108 --21. Compare the advantages with disadvantages involved in being a working mother.

109 --22. Figure out the interest rate and total cost of items purchased on credit.

110 --23. Return to a store the things not wanted and give the information needed by the salesperson for that return.

Questionnaire II

111 --19. Know the types of sales offered by stores and the advantages and disadvantages of each.

112 --20. Write a personal check.

113 --21. Plan ahead for the use of all money earned or received.

114 --22. Know the qualities of workmanship that should be considered when buying something.

115 --23. Know the advantages and disadvantages of various ways to pay such as by cash, check and money order.

116 --24. Know reasons for having various types of insurance policies.

M.L. # Q. #

Questionnaire II
(continued)

117 --25. Compare the services offered by different stores in order to choose the best one considering needs and income. Such stores include: department, variety, large discount, surplus, mail order, and those operated by such organizations as Veteran's Administration and Goodwill.

118 --26. Make a schedule of time for doing daily, weekly and monthly tasks.

Questionnaire III

119 --17. Decide on a set of values (things that one considers very important) and from these values develop a series of goals for one's life.

120 --18. Know what laws, standards, and agencies there are that protect the shopper from being cheated.

121 --19. Read and use information on labels and hang tags of merchandise.

122 --20. Develop a way to keep accounts of income and expenses.

123 --21. Solve problems in a logical step-by-step method.

124 --22. Know how to seek help if involved with fraud or deception by contacting such agencies: Bureau of Consumer Frauds, FTC, FDA, Legal Aid Society, Post Office Department, Small Claims Court and Better Business Bureau.

125 --23. Find ways to improve work habits at home or on the job to do a better job and save time.

126 --24. Know the difference between what one really needs and what one wants and find ways to meet these needs and wants.

127 --25. Prepare a bank deposit.

128 --26. Compare different types of credit plans such as loans from banks, credit unions, finance companies, time payment plans and charge accounts.

M.L. Q.
# #

Questionnaire IV

129 --18. Prepare a budget showing income and expenses.

130 --19. Know the ways to increase personal or family income that are available in the community.

131 --20. Know ways to reduce the amount of energy required to do household chores such as when bending or lifting.

132 --21. Know how to behave when handling merchandise and talking to salespeople.

133 --22. Know how to change financial plans as the family situation changes such as when both parents work and one quits, a new baby or other persons join the family group, and special or emergency medical care is needed.

134 --23. Know the things that will affect family life when choosing a job such as location, transportation, child care, opportunities and benefits, salaries, type of job and duties.

135 --24. Know the legal responsibilities of being a creditor.

Questionnaire V

136 --20. Understand those things that may influence buying such as advertising, moods, past experience and training, etc.

137 --21. Choose types of insurance needed by the individual or family including health, life, salary protection, home owner and car insurance.

138 --22. Know the reasons for and the laws about: repossession, attachment of wages, and bankruptcy.

139 --23. Know about Social Security benefits and regulations.

140 --24. List and explain the items for which deductions from paychecks may be made.

141 --25. Endorse a paycheck or personal check.

142 --26. Choose a way to pay for something considering present and long range financial plans. For example, would it be better to borrow from the bank to buy a car, finance it with the dealer or save and pay cash?

M.L. Q.
# #

Questionnaire V
(continued)

143 --27. Know how salespeople deceive and how one can be cheated through such things as advertising, mail fraud, debt consolidation plans, door-to-door selling, charity gyps and work-at-home schemes.

Questionnaire VI

144 --18. Compare the interest rates, withdrawal plans, and safety features of various saving institutions such as home, banks, savings and loan associations, and credit unions.

145 --19. Establish routines for the care of the home.

146 --20. Fill out simple state and federal income tax returns.

147 --21. Know the advantages and disadvantages of having charge plates and credit cards.

148 --22. Compare different credit plans to determine the least expensive in terms of money owed.

149 --23. Know the reasons for having a savings account and what percentage of the budget should be put into savings.

150 --24. Balance a simple checkbook.

151 --25. State exactly what is wanted when shopping.

152 --26. Set up a file of all important records, receipts, contracts, etc.

Figure 44

STATEMENTS LISTED UNDER
HOME MANAGEMENT
GROUPED INTO SUBCATEGORIES
(BY MASTER LIST NUMBERS)

Subcategory	Master List Numbers
Management of Employment Situations (4)	107; 108; 130; 134
Management of Consumer Practices (11)	110; 111; 114; 117; 120; 121; 124; 132; 136; 143; 151
Management of Personal Resources (8)	106; 118; 119; 123; 125; 126; 131; 145
Management of Finances Budgeting (4)	113; 129; 133; 142
Management of Finances Credit (6)	109; 128; 135; 138; 147; 148
Management of Finances Investment & Protection Plans (5)	116; 137; 139; 144; 149
Management of Finances Mechanics (9)	112; 115; 122; 127; 140; 141; 146; 150; 152

TOTAL PERCENTAGE RATINGS FOR ALL ITEMS IN HOME MANAGEMENT - Figure 45

FORM F

	EXPECTATIONS														CAPABILITIES									
M.L.	Anglo		Mex/Amer		Mothers		Fathers		Parents		Comm. Ldrs.		Total Resp.		Anglo		Mex/Amer		Mothers		Fathers		All Parents	
No.	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G*	B	G	B	G	B	G	B
106.	98	98	89	89	91	91	100	100	94	94	78	81	88	89	33	100	50	60	33	82	66	100	44	88
107.	82	80	89	84	91	85	73	73	85	82	81	78	83	86	80	83	50	60	66	64	66	100	67	76
108.	74	74	89	89	82	82	73	73	79	79	81	69	80	75	60	42	50	80	66	73	33	17	56	53
109.	71	71	89	89	82	82	67	67	77	77	72	81	75	78	40	17	25	40	33	36	33	00	33	24
110.	85	88	89	89	88	88	84	89	87	88	86	81	86	85	80	92	50	40	83	64	33	100	67	76
111.	84	82	92	75	80	71	69	96	85	80	84	77	85	79	50	54	100	100	66	64	50	66	50	65
112.	69	69	75	58	71	65	70	70	70	67	76	77	71	70	25	62	50	50	33	45	25	83	30	58
113.	72	98	92	75	62	88	100	100	76	93	87	87	80	90	63	46	50	100	83	55	25	66	60	59
114.	93	84	92	75	88	71	100	100	93	81	77	74	87	79	38	23	50	100	50	36	25	50	40	41
115.	86	84	92	75	82	74	96	96	87	81	87	90	87	85	50	46	50	75	66	55	25	50	50	53
116.	88	88	92	75	85	80	96	96	89	85	77	77	85	82	25	31	50	50	33	36	25	33	30	35
117.	79	74	75	75	71	65	90	90	78	74	74	67	76	71	38	31	00	75	33	36	25	50	30	41
118.	72	65	92	75	71	56	86	86	76	67	84	77	79	70	50	46	50	100	50	55	50	66	50	59
119.	93	93	100	100	94	94	95	95	94	94	80	92	89	93	50	54	100	50	50	36	66	83	56	53
120.	79	76	90	90	80	77	84	84	81	79	71	71	78	76	38	31	100	25	33	18	66	50	44	29
121.	88	88	100	100	94	94	84	84	90	90	80	76	87	86	50	62	100	50	33	45	100	83	56	59
122.	93	91	70	70	85	85	95	89	88	87	76	88	84	87	38	31	00	25	00	9	100	66	33	29
123.	82	82	100	100	94	94	67	67	85	85	76	76	82	82	50	15	100	50	33	9	100	50	56	24
124.	85	79	90	90	88	82	78	78	85	81	67	67	79	76	13	15	100	25	17	9	33	33	22	18
125.	91	86	80	80	94	88	78	78	88	85	80	84	86	84	50	23	100	25	50	9	66	50	56	24
126.	86	84	70	70	85	82	78	78	82	81	76	84	80	82	50	38	100	25	50	18	66	66	56	55
127.	74	74	90	90	82	82	67	67	77	77	76	76	76	76	50	38	100	50	50	45	66	33	56	41
128.	79	79	90	90	88	88	67	67	81	81	76	84	79	82	13	00	100	25	17	00	33	83	22	5
129.	80	85	87	63	88	82	69	82	81	81	84	88	82	83	100	62	--	50	100	55	100	66	100	59
130.	68	76	75	87	63	76	82	82	69	77	71	88	69	81	86	69	--	50	80	64	100	66	86	65
131.	73	76	87	75	76	76	75	75	75	75	76	71	75	74	71	54	--	50	80	45	50	66	71	53
132.	85	85	87	87	91	91	75	75	85	85	71	67	81	79	86	77	--	75	80	82	100	66	86	76
133.	76	80	100	100	88	88	63	75	79	83	88	92	82	86	100	77	--	100	100	82	100	83	100	82
134.	83	88	100	100	93	93	69	82	85	90	80	92	83	91	71	69	--	75	100	73	00	66	71	71
135.	85	90	100	100	93	93	75	88	88	92	92	97	89	93	71	46	--	75	80	55	50	50	71	53
136.	87	80	87	87	89	81	84	84	87	81	76	67	81	74	66	33	100	66	60	38	100	50	71	42
137.	71	84	87	100	81	89	66	84	76	87	73	82	74	84	17	44	00	00	00	38	50	25	14	33

*A dash in this column indicates that no Mexican-American parent with a daughter at Valley High School responded to this question.

Figure 45 (Continued)

FORM F

	EXPECTATIONS														CAPABILITIES									
M.L.	Anglo		Mex/Amer		Mothers		Fathers		Parents		Comm. Ldrs.		Total Resp.		Anglo		Mex/Amer		Mothers		Fathers		All Parents	
No.	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G*	B	G	B	G	B	G	B
138.	87	87	87	87	92	92	75	75	87	87	73	82	80	84	33	44	00	33	40	50	00	25	29	42
139.	87	90	75	75	89	92	75	75	84	87	56	69	71	79	50	33	00	00	40	25	50	25	43	33
140.	84	84	87	87	85	85	84	84	84	84	67	85	76	84	33	56	00	33	20	50	50	50	29	50
141.	80	84	100	100	81	81	100	100	87	87	93	97	90	87	33	78	100	33	20	63	100	75	43	67
142.	94	94	75	75	94	92	84	75	89	89	85	97	87	93	66	78	00	00	60	63	50	50	57	58
143.	100	100	87	87	96	96	100	100	97	97	93	93	96	96	33	67	00	00	20	25	50	100	29	50
144.	76	83	50	60	69	78	69	75	68	76	81	87	75	82	00	25	--	25	00	29	00	20	00	25
145.	86	72	70	70	78	64	88	82	81	71	89	79	86	75	33	38	--	75	66	57	66	40	67	50
146.	61	72	50	50	45	55	75	82	58	66	71	87	64	76	00	38	--	00	00	43	00	00	00	25
147.	90	90	30	30	69	69	82	82	74	74	76	97	75	86	50	50	--	25	33	71	66	00	50	42
148.	79	79	30	60	64	73	69	75	66	74	87	92	76	83	00	38	--	00	00	43	00	00	00	25
149.	86	93	60	70	73	78	88	100	79	87	92	95	86	91	00	75	--	50	00	86	00	80	00	67
150.	83	93	50	50	64	73	88	94	74	81	100	100	87	91	17	38	--	00	00	43	33	00	17	25
151.	79	68	50	40	64	50	82	75	71	61	84	81	78	71	50	25	--	25	66	29	33	20	50	25
152.	76	79	50	60	73	69	63	82	68	74	76	87	72	67	17	13	--	50	33	43	00	00	17	25

*A dash in this column indicates that no Mexican-American parent with a daughter at Valley High School responded to this question.

I. EXPECTATIONS FOR GIRLS

There are forty-seven statements of behavior listed under the category of Home Management on the master list of Home and Community Behavioral Expectations. All but six of these behaviors are seen by the total population of respondents as necessary for girls to exhibit. (See Figures 46 and 47.)

Figure 46

NUMBER OF BEHAVIORS RATED AS NECESSARY FOR GIRLS TO PERFORM

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
Total Respondents	41
Community Leaders	36
All Parents	38
Anglo Parents	37
Mexican-American Parents	36
Mothers	34
Fathers	32

The fact that there are more behaviors listed as necessary by the total respondents than by any subgroup is an indication of the differences between the subgroups in their evaluations of what behaviors are necessary and to what degree. There is general agreement among the subgroups that being a knowledgeable

3

and economical shopper is important. Girls should be able to utilize their resources of time, talent and energy wisely. There is less agreement about the importance of those behaviors involved with financial management. Most of the subgroups indicated that it is not necessary for a girl to be familiar with various investment, saving and protection plans. Nor is it important for her to be able to write a personal check (112); fill out income tax forms (146); balance a checkbook (150); or keep a file of financial records, receipts and contracts (152). On the other hand, she should be able to consider percent and long range financial plans when choosing a payment method (142). She should know the legal responsibilities of being a creditor (135); the reasons for having insurance (116); and, she should be able to endorse a check (141).

The behaviors rated as most important for girls to exhibit according to the ratings of total respondents are:

> "Know how salespeople deceive and how one can be cheated through such things as advertising ..." (143).
>
> "Endorse a paycheck or personal check" (141).

Figure 47

BEHAVIORS RATED AS NECESSARY FOR GIRLS
TO PERFORM IN THE CATEGORY OF HOME MANAGEMENT
BY THE TOTAL POPULATION OF RESPONDENTS

M.L. No.	Statement	Percentage
143	Know how salespeople deceive and how one can be cheated through such things as advertising, mail fraud, debt consolidation plans, door-to-door selling, charity gyps and work-at-home schemes.	96

Figure 47
(continued)

M.L. No.	Statement	Percentage
141	Endorse a paycheck or personal check.	90
119	Decide on a set of values (things that one considers very important) and from these values develop a series of goals for one's life.	89
135	Know the legal responsibilities of being a creditor.	89
106	Locate the different agencies in the community and what they can do for the individual or the family such as health and welfare agencies, and protective agencies such as the police and fire departments.	88
142	Choose a way to pay for something considering present and long-range financial plans. For example: would it be better to borrow from the bank to buy a car, finance it with the dealer or save and pay cash.	87
114	Know the qualities of workmanship that should be considered when buying something.	87
115	Know the advantages and disadvantages of various ways to pay such as by cash, check and money order.	87
150	Balance a simple checkbook.	87
121	Read and use information on labels and hang tags of merchandise.	87
149	Know the reasons for having a savings account and what percentage of the budget should be put into savings.	86
145	Establish routines for the care of the home.	86
110	Return to a store the things not wanted and give the information needed by the salesperson for that return.	86
125	Find ways to improve work habits at home or on the job to do a better job and save time.	86
111	Know the types of sales offered by stores and the advantages and disadvantages of each.	85

Figure 47
(continued)

M.L. No.	Statement	Percentage
116	Know reasons for having various types of insurance policies.	85
122	Develop a way to keep accounts of income and expenses.	84
134	Know the things that will affect family life when choosing a job such as location, transportation, child care, opportunities and benefits, salaries, type of job and duties.	83
107	Know problems of family members when the mother works away from home and find ways to handle these problems.	83
123	Solve problems in a logical step-by-step method.	82
133	Know how to change financial plans as the family situation changes such as when both parents work and one quits, a new baby or other persons join the family group, and special or emergency medical care is needed.	82
129	Prepare a budget showing income and expenses.	82
136	Understand those things that may influence buying such as advertising, moods, past experiences and training, etc.	81
132	Know how to behave when handling merchandise and talking to salespeople.	81
126	Know the difference between what one really needs and what one wants and find ways to meet these needs and wants.	80
138	Know the reasons for and the laws about: repossession, attachment of wages, and bankruptcy.	80
113	Plan ahead for the use of all money earned or received.	80
108	Compare the advantages with disadvantages involved in being a working mother.	80

Figure 47
(continued)

M.L. No.	Statement	Percentage
128	Compare different types of credit plans such as loans from banks, credit unions, finance companies, time payment plans and charge accounts.	79
124	Know how to seek help if involved with fraud or deception by contacting such agencies: Bureau of Consumer Frauds, FTC, FDA, Legal Aid Society, Post Office Department, Small Claims Court and Better Business Bureau.	79
118	Make a schedule of time for doing daily, weekly and monthly tasks.	79
120	Know what laws, standards, and agencies there are that protect the shopper from being cheated.	78
151	State exactly what is wanted when shopping.	78
127	Prepare a bank deposit.	76
148	Compare different credit plans to determine the least expensive in terms of money owed.	76
117	Compare the services offered by different stores in order to choose the best one considering needs and income. Such stores include: department, variety, large discount, surplus, mail order, and those operated by such organizations as Veteran's Administration and Goodwill.	76
140	List and explain the items for which deductions from paychecks may be made.	76
109	Figure out the interest rate and total cost of items purchased on credit.	75
147	Know the advantages and disadvantages of having charge plates and credit cards.	75
144	Compare the interest rates, withdrawal plans, and safety features of various saving institutions such as home, banks, savings and loan associations, and credit unions.	75

Figure 47
(continued)

M.L. No.	Statement	Percentage
131	Know ways to reduce the amount of energy required to do household chores such as when bending or lifting.	75

II. EXPECTATIONS FOR BOYS

All but seven of the behaviors listed under Home Management are considered necessary for boys to perform by the total population of respondents. (See Figures 48 and 49.)

Figure 48

NUMBER OF BEHAVIORS RATED AS NECESSARY FOR BOYS TO PERFORM

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
Total Respondents	40
Community Leaders	38
All Parents	38
Anglo Parents	38
Mexican-American Parents	34
Mothers	34
Fathers	40

With the exceptions of writing a personal check (112) and keeping a file of important records (152), all of the behaviors in the subcategories related to financial management were rated as important for boys to perform. Particularly important are those behaviors involved in budgeting finances. While most of the behaviors under "Shopping Practices" are considered important for boys, three of the eleven behaviors are rated under 75% by the total respondents. Community leaders rated six behaviors in that subcategory as unnecessary for boys.

The ability to perform those behaviors related to employment situations are considered necessary by most of the subgroups. Wise use of personal resources and assessing one's personal goals and purposes in life are also important behaviors for boys to exhibit.

The most important behaviors for boys to exhibit according to the ratings of the total respondents are:

> "Know how salespeople deceive and how one can be cheated through such things as advertising ..." (143).
>
> "Choose a way to pay for something considering present and long-range financial plans ..." (142).

Figure 49

BEHAVIORS RATED AS NECESSARY FOR BOYS
TO PERFORM IN THE CATEGORY OF HOME MANAGEMENT
BY THE TOTAL POPULATION OF RESPONDENTS

M.L. No.	Statement	Percentage
143	Know how salespeople deceive and how one can be cheated through such things as advertising, mail fraud, debt consolidation plans, door-to-door selling, charity gyps and work-at-home schemes.	96
135	Know the legal responsibilities of being a creditor.	93

Figure 49
(continued)

M.L. No.	Statement	Percentage
119	Decide on a set of values (things that one considers very important) and from these values develop a series of goals for one's life.	93
142	Choose a way to pay for something considering present and long-range financial plans. For example, would it be better to borrow from the bank to buy a car, finance it with the dealer or save and pay cash?	93
150	Balance a simple checkbook.	91
134	Know the things that will affect family life when choosing a job such as location, transportation, child care, opportunities and benefits, salaries, type of job and duties.	91
149	Know the reasons for having a savings account and what percentage of the budget should be put into savings.	91
113	Plan ahead for the use of all money earned or received.	90
106	Locate the different agencies in the community and what they can do for the individual or the family such as health and welfare agencies, and protective agencies such as the police and fire departments.	89
122	Develop a way to keep accounts of income and expenses.	87
141	Endorse a paycheck or personal check.	87
107	Know problems of family members when the mother works away from home and find ways to handle these problems.	86
133	Know how to change financial plans as the family situation changes such as when both parents work and one quits, a new baby or other persons join the family group, and special or emergency medical care is needed.	86
121	Read and use information on labels and hang tags of merchandise.	86

Figure 49
(continued)

M.L. No.	Statement	Percentage
147	Know the advantages and disadvantages of having charge plates and credit cards.	86
110	Return to a store the things not wanted and give the information needed by the salesperson for that return.	85
115	Know the advantages and disadvantages of various ways to pay such as by cash, check and money order.	85
140	List and explain the items for which deductions from paychecks may be made.	84
138	Know the reasons for and the laws about: repossession, attachment of wages, and bankruptcy.	84
137	Choose types of insurance needed by the individual or family including health, life, salary protection, home owner and car insurance.	84
125	Find ways to improve work habits at home or on the job to do a better job and save time.	84
129	Prepare a budget showing income and expenses.	83
148	Compare different credit plans to determine the least expensive in terms of money owed.	83
126	Know the difference between what one really needs and what one wants and find ways to meet these needs and wants.	82
123	Solve problems in a logical step-by-step method.	82
128	Compare different types of credit plans such as loans from banks, credit unions, finance companies, time payment plans and charge accounts.	82
116	Know reasons for having various types of insurance policies.	82
144	Compare the interest rates, withdrawal plans, and safety features of various saving institutions such as home, banks, savings and loan associations, and credit unions.	82

Figure 49
(continued)

M.L. No.	Statement	Percentage
130	Know the ways to increase personal or family income that are available in the community.	81
114	Know the qualities of workmanship that should be considered when buying something.	79
132	Know how to behave when handling merchandise and talking to salespeople.	79
111	Know the types of sales offered by stores and the advantages and disadvantages of each.	79
139	Know about Social Security benefits and regulations.	79
109	Figure out the interest rate and total cost of items purchased on credit.	78
120	Know what laws, standards, and agencies there are that protect the shopper from being cheated.	76
146	Fill out simple state and federal income tax returns.	76
124	Know how to seek help if involved with fraud or deception by contacting such agencies: Bureau of Consumer Frauds, FTC, FDA, Legal Aid Society, Post Office Department, Small Claims Court and Better Business Bureau.	76
127	Prepare a bank deposit.	76
145	Establish routines for the care of the home.	75
108	Compare the advantages with disadvantages involved in being a working mother.	75

III. DIFFERENCES IN EXPECTATIONS FOR GIRLS AND BOYS

Not many of the behaviors were considered to be more important for one sex than the other. In the ratings of the total respondents, only four statements received a higher percentage for one sex over the other by more than 10%. On three of these boys received an 11 to 12% higher rating (130; 146; 147); on one statement girls received a percentage of 11% higher (145).

Anglo parents rated five statements higher for one sex over the other by more than 10%. Three of these statements were rated higher for boys. The greatest difference occurred on: "Plan ahead for the use of all money earned or received" (113). This behavior was rated 26% more important for boys than girls.

Mexican-American parents rated twelve statements higher for one sex than the other by more than 10%. Nine of these statements were rated higher for girls. The greatest difference occurred on: "Compare different credit plans to determine the least expensive in terms of money owed" (148). This behavior was rated 30% more important for boys to exhibit.

Mothers rated four behaviors more important for boys to exhibit and two behaviors more important for girls. The greatest difference occurred on: "Plan ahead for the use of all money earned or received" (113). Mothers rated this 26% higher for boys than for girls.

On all eight statements where a greater than 10% difference occurred in their ratings of expectations for boys and girls, fathers rated the behaviors as more important for boys. The greatest percentage difference was 27% which occurred on: "Know the types of sales offered by stores and the advantages and disadvantages of each" (111).

In the responses of community leaders indicating their expectations for boys and girls, ten statements of behavior were rated more important for boys than for girls. The greatest difference occurred on: "Know the advantages and disadvantages of having charge plates and credit cards" (147). This was rated 21% higher for boys than girls by this subgroup.

IV. DIFFERENCES IN EXPECTATIONS OF PARENTS AND COMMUNITY LEADERS

The subgroups of "Parents" and "Community Leaders" differed in their expectations for girls on eighteen statements with the parents rating eleven higher than did the community leaders. They differed on fourteen statements indicating their expectations for boys with community leaders rating eight higher than did parents.

Community leaders indicated that they consider the ability to handle financial concerns somewhat more important for girls and boys than do parents. (See Figure 50.) The parents indicated that they consider sound consumer practices and wise use of personal resources of greater significance than do community leaders. There is general agreement between the two subgroups on those behaviors coming under the headings "Employment" and "Financial Management - Budgeting."

Figure 50

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 10%)
BY EITHER PARENTS OR COMMUNITY LEADERS
IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Parents Higher		Community Leaders Higher	
Subcategory	Girl	Boy	Girl	Boy
Management of Employment Situations (4)	0	0	0	1
Management of Consumer Practices (11)	4	4	1	1
Management of Personal Resources (8)	2	1	0	0
Management of Finances Budgeting (4)	0	0	1	0
Management of Finances Credit (6)	1	0	1	2
Management of Finances Investment & Protection Plans (5)	2	1	2	1
Management of Finances Mechanics (9)	2	0	2	3

V. DIFFERENCES IN EXPECTATIONS OF ANGLO PARENTS AND MEXICAN-AMERICAN PARENTS

The ratings of Anglo parents and Mexican-American parents differed by a percentage greater than 10% on thirty statements in evaluating their expectations for girls and boys. For girls, each group rated fifteen statements higher than the other group. For boys, Anglo parents rated seventeen higher and Mexican-American parents rated thirteen higher.

Analysis of those statements which Anglo parents rated higher for both sexes indicates that Anglo parents place more importance than do Mexican-American parents on financial management, particularly investment and protection practices and the management of the mechanics of finances. (See Figure 51.) Mexican-American parents indicate that they consider choosing a suitable job (134); deciding whether a mother should work (108); and, knowing ways to increase income (130) as more important behaviors than do Anglo parents.

Figure 51

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 10%)
BY EITHER ANGLO PARENTS OR MEXICAN-AMERICAN PARENTS
IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Anglos Higher		Mexican-Americans Higher	
Subcategory	Girl	Boy	Girl	Boy
Management of Employment Situations (4)	0	0	2	3
Management of Consumer Practices (11)	2	2	2	3
Management of Personal Resources (8)	3	1	3	1
Management of Finances Budgeting (4)	1	3	2	1
Management of Finances Credit (6)	2	2	3	2
Management of Finances Investment & Protection Plans (5)	3	4	1	1
Management of Finances Mechanics (9)	4	5	2	2

VI. DIFFERENCES IN EXPECTATIONS OF MOTHERS AND FATHERS

The ratings given by mothers and fathers differed by more than 10% on twenty-eight statements with regard to expectations for girls and twenty-five times in their expectations for boys. Mothers rated higher than fathers fifteen times on expectations for girls and only ten times on expectations for boys. Fathers rated higher than mothers thirteen times on expectations for girls and fifteen times on expectations for boys.

Analysis of the responses indicates that fathers consider the ability to handle the mechanics of financial management as more significant than do mothers for both boys and girls (Figure 52). They also consider practicing sound shopping techniques as more important for boys than do mothers. Mothers indicated a higher expectation than fathers for both boys and girls to be aware of the kinds of credit plans available and the advantages and disadvantages of them. Mothers also score behaviors connected with employment situations higher than do fathers for both sexes.

Mothers rated highest for both boys and girls those behaviors concerning the wise use of personal resources and the practicing of sound shopping techniques. Fathers rated highest those behaviors concerned with financial management and wise shopping techniques.

Figure 52

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 10%)
BY EITHER MOTHERS OR FATHERS IN
REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Mothers Higher		Fathers Higher	
Subcategory	Girl	Boy	Girl	Boy
Management of Employment Situations (4)	2	2	1	0
Management of Consumer Practices (11)	2	1	3	4
Management of Personal Resources (8)	2	1	1	2
Management of Finances Budgeting (4)	2	1	1	1
Management of Finances Credit (6)	4	3	1	1
Management of Finances Investment & Protection Plans (5)	2	1	2	2
Management of Finances Mechanics (9)	1	1	4	5

VII. PRESENT CAPABILITIES OF GIRLS

Only four of the behaviors listed under Home Management are now being performed capably by 75% or more of the girls at Valley. (See Figure 53.) Forty-one of the forty-seven statements of behavior were rated as necessary for girls to perform. Three of the forty-one necessary behaviors are now practiced acceptably by 75% or more of the girls at Valley High School.

Figure 53

NUMBER OF BEHAVIORS REPORTED TO BE WITHIN THE CAPABILITY OF 75% OR MORE OF THE GIRLS AT VALLEY HIGH SCHOOL

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
All Parents	4
Anglo Parents	6
Mexican-American Parents	12*
Mothers	9
Fathers	9

*Responses for only thirty-one statements from this subgroup.

That each of the parent subgroups rated more behaviors as within the capability of their daughters than did all parents combined indicates the wide diversion in rating between the subgroups.

According to the responses of all parents, all of the girls at Valley can: "Prepare a budget showing income and expenses" (129) and they all "Know how to change financial plans as the family situation changes ..." (133). Eighty-six percent (86%) of the girls at Valley "Know the ways to increase personal or family income that are available in the community" (130) and 86% "Know how to behave when handling merchandise and talking to salespeople" (132).

There are four behaviors listed under Home Management which none of the girls at Valley are capable of performing according to their parents. They are:

> "Compare the interest rates, withdrawal plans and safety features of various savings institutions ..." (144).
>
> "Fill out simple state and federal income tax returns" (146).
>
> "Compare different credit plans to determine the least expensive in terms of money owed" (148).
>
> "Know the reasons for having a savings account and what percentage of the budget should be put into savings" (149).

VIII. PRESENT CAPABILITIES OF BOYS

The responses of all parents indicate that most of the boys at Valley are capable of performing five of the behaviors listed under Home Management (see Figure 54). Forty of the forty-seven statements of behavior listed under Home Management were rated as necessary for boys to exhibit. Seventy-five percent (75%) more of the boys at Valley High School can now perform acceptably only five of these forty behaviors.

According to all parents, 75% or more of the boys at Valley can perform acceptably the following behaviors:

> "Locate the different agencies in the community and what they can do for the individual or the family ..." (160).
>
> "Know problems of family members when the mother works away from home and find ways to handle these problems" (107).

Figure 54

NUMBER OF BEHAVIORS REPORTED TO BE WITHIN THE CAPABILITY OF 75% OR MORE OF THE BOYS AT VALLEY HIGH SCHOOL

Respondent Group	No. of Statements Receiving 75% or Above
All Parents	5
Anglo Parents	8
Mexican-American Parents	12
Mothers	4
Fathers	11

> "Return to a store the things not wanted and give the information needed by the salesperson for that return" (110).
>
> "Know how to behave when handling merchandise and talking to salespeople" (132).
>
> "Know ways to reduce the amount of energy required to do household chores" (131).

The behaviors which are performed acceptably by the smallest percentage of boys at Valley are:

> "Know how to seek help if involved with fraud or deception by contacting such agencies as ..." (124).
>
> "Compare different types of credit plans such as loans from banks ..." (128).

IX. DIFFERENCES IN CAPABILITY PERCEPTION BETWEEN ANGLO PARENTS AND MEXICAN-AMERICAN PARENTS

Anglo and Mexican-American parents differed in their evaluation of the capability of their daughters by a percentage of over 20% on twenty-two statements of behavior. Thirteen of these were rated higher by Mexican-American parents. They differed in their evaluation of the capability of their sons by a percentage of over 20% on twenty-nine statements of behavior. Mexican-American parents rated fifteen of these higher than Anglo parents did.

Mexican-American students are more capable than Anglo students of performing behaviors involved in the wise use of time, energy, intelligence, and talent according to their parents. (See Figure 55.)

They are somewhat more capable than Anglo students of exhibiting those behaviors connected with sound consumer practices. Anglo students know more about insurance, savings accounts, and other investment and protection plans than do Mexican-American students.

The percentage differences between scores given by Anglo parents and scores given by Mexican-American parents are exceptionally large. In assessing the capabilities of girls Anglo and Mexican-American parents differed on twenty-two statements. Of these twelve of them were by more than 50%. Only six of the twenty-nine statements were over 50% where these subgroups differed in their assessment of their sons. Many of the rest were, however, in the 35 - 50% range. Despite these tremendous differences in the assessment of capabilities, it is difficult to pick up any strong patterns.

Figure 55

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 20%)
BY EITHER ANGLO PARENTS OR MEXICAN-AMERICAN PARENTS
IN REPORTING THEIR CHILDREN'S CAPABILITIES

	Anglos Higher		Mexican-Americans Higher	
Subcategory	Girl*	Boy	Girl*	Boy
Management of Employment Situations (4)	1	1	0	1
Management of Consumer Practices (11)	3	2	5	4
Management of Personal Resources (8)	0	1	3	3
Management of Finances Budgeting (4)	1	1	0	2
Management of Finances Credit (6)	1	2	1	3
Management of Finances Investment & Protection Plans (5)	1	3	1	0
Management of Finances Mechanics	2	4	3	2

---

*Girls are compared on only thirty-one statements.

X. DIFFERENCES IN CAPABILITY PERCEPTION BETWEEN MOTHERS AND FATHERS

Mothers and fathers differed twenty-five times in evaluating the capabilities of their daughters by a percentage of more than 20%. They differed twenty-two times in evaluating their sons' capabilities by that same margin. Fathers rated higher than mothers fourteen times in evaluating the capabilities of their daughters and their sons.

There was general agreement about their children's ability to perform behaviors connected with budgeting money and in their knowledge of insurance, savings and other investment and protection plans. (See Figure 56.) Mothers indicated by their responses a greater confidence in their children's ability to perform behaviors connected with credit situations. Fathers' ratings were higher than mothers' in areas concerning shopping practices, the use of time, energy and talent. Each group rated several statements higher than the other in the subcategories of "Employment" and "Financial Management - Mechanics."

Figure 56

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 20%)
BY EITHER MOTHERS OR FATHERS IN
REPORTING THEIR CHILDREN'S CAPABILITIES

	Mothers Higher		Fathers Higher	
Subcategory	Girl	Boy	Girl	Boy
Management of Employment Situations (4)	2	1	1	1
Management of Consumer Practices (11)	3	0	5	5
Management of Personal Resources (8)	1	0	2	5
Management of Finances Budgeting (4)	1	0	0	0
Management of Finances Credit (6)	2	4	1	1
Management of Finances Investment & Protection Plans (5)	0	0	1	0
Management of Finances Mechanics (9)	2	3	4	2

The following statements of behavior are considered by mothers to be within the capabilities of all of their daughters:

> "Prepare a budget showing income and expenses" (129).
>
> "Know how to change financial plans as the family situation changes ..." (133).
>
> "Know the things that will affect family life when choosing a job ..." (134).

Fathers agreed that all of their daughters could perform the first and second behaviors. However, on the third behavior no father felt that his daughter was capable of satisfactory performance. In addition to statements numbered 129 and 133, all fathers scored their daughters as capable of the following behaviors:

> "Read and use information on labels and hang tags of merchandise" (121).
>
> "Develop a way to keep accounts of income and expenses" (122).
>
> "Solve problems in a logical step-by-step method" (123).
>
> "Know how to behave when handling merchandise and talking to salespeople" (132).
>
> "Understand those things that may influence buying such as advertising, moods, past experiences, and training" (136).
>
> "Endorse a paycheck or personal check" (141).
>
> "Know the ways to increase personal or family income that are available in the community" (130).

The highest rating of capability given to sons by the subgroup "Mothers" was on "Know the reasons for having a savings account and what percentage of the budget should be put into savings" (149). Eighty-six percent (86%) of the mothers responding felt that their sons could do this.

All of the fathers responding indicated that their sons should perform satisfactorily on the following behaviors:

> "Locate the different agencies in the community and what they can do for the individual or the family ..." (106).
>
> "Know problems of family members when the mother works away from home and find ways to handle these problems" (107).
>
> "Return to a store the things not wanted and give the information needed by the salesperson for that return" (110).
>
> "Know how salespeople deceive and how one can be cheated through such things as ..." (143).

XI. SUMMARY

Almost all of the behaviors listed in this category are seen as necessary for girls and boys to perform. Anglo parents rated the most behaviors as necessary, fathers the fewest. Those areas of behavior rated as most important for girls to perform include wise and economical consumer practices and the intelligent use of personal resources. For boys, it is more important to handle the management of financial matters. They are also expected to be wise consumers and to make efficient use of their personal resources. Most of the behaviors are considered equally important for both sexes.

Parents rated many behaviors higher than did community leaders in assessing their expectations for girls. The reverse was true for boys. Community leaders place more importance on financial management and parents place more emphasis on sound consumer practices.

Anglo parents rated behaviors higher than did Mexican-American parents in the subcategory of financial investment and protection plans. Mexican-American parents rated those statements dealing with employment situations higher than did Anglo parents.

Mothers tended to rate expectations for girls higher and fathers held higher expectations for boys. Fathers indicated a greater interest in boys and girls being able to handle the mechanics of financial management. Mothers were more interested in their children being able to wisely use credit plans.

Most of the boys and girls at Valley are not now able to perform the behaviors listed in this category. Mexican-American students are more capable than Anglo students according to their parents. More Mexican-American students than Anglo are capable of wise use of personal resources and of sound and economical shopping practices. More Anglo than Mexican-American students are knowledgeable about investment and protection plans.

REPORT OF FINDINGS

in

FAMILY RELATIONSHIPS

HOME AND COMMUNITY MASTER LIST

FAMILY RELATIONSHIPS

M.L. # Q. #

Questionnaire I

153 - 24. Compare the reasons for marrying or not marrying, considering such things as: companionship, pleasure, freedom, adventure, economic security, children, happiness, self-expression, love and sex.

154 - 25. Know different ways to gain self-confidence.

155 - 26. Know what role is of each member of the family such as what should a father be like and how is this different from his role as a husband.

156 - 27. Tell what happens when one person in the family wants one thing and the rest of the family wants something else and know ways to solve some of these problems.

157 - 28. Know those times when conception is most likely to occur.

158 - 29. Know the differences between legal marriages and common-law marriages.

159 - 30. Know what maturity is and the things which show that one is mature.

160 - 31. Tell the ways that families of various backgrounds are alike and different.

161 - 32. Know how children, teenagers and adults develop sexually, what can be expected and what problems there are. Some examples of things they should know about are: menstruation, seminal emissions, masturbation, sexual arousal, and menopause.

162 - 33. Tell how conception takes place, how a baby develops in the womb, and how a baby is born.

163 - 34. Practice cleanliness and dress standards in keeping with job or school requirements.

M.L. Q.
# \#

Questionnaire II

164 - 27. Know community, state and federal laws affecting minors and young adults and what happens if you break them.

165 - 28. Know the advantages and disadvantages of being a working mother.

166 - 29. Know ways to meet and make dates.

167 - 30. Make proper introductions of parents to friends, employer to family, or friends to friends of the same age.

168 - 31. Compare the medical terms for parts of the human body and for sexual actions with the slang terms for them.

169 - 32. Choose a hair style that is becoming, suitable for the occasion, practical and in fashion.

170 - 33. Know about family welfare assistance given by the state and federal governments, including the benefits, who can apply and what you have to do to get it.

171 - 34 . Determine a code of conduct that takes into consideration one's own beliefs and how the community and society expects one to behave.

172 - 35. Know what the problems are and some things to do about them in the one parent home, homes with aunts, uncles, grandparents present, childless homes and homes of single people.

Questionnaire III

173 - 27. Know the emotional, social, and financial changes that have to be made by each mate during pregnancy and the first few months after baby's arrival.

174 - 28. Understand the truths and untruths of popular attitudes toward sex.

175 - 29. Know ways to improve one's educational background and job skills including such things as completing high school during the day or evening, enrolling in adult education classes, participation in government or company sponsored training programs or completing correspondence courses.

M.L. Q.
# #

Questionnaire III
(continued)

176 - 30. Know what behavior problems result when an individual's needs and wants are not met.

177 - 31. Know about the various moods one has and the reasons for them.

178 - 32. Know the appropriate ways to express love and affection at different ages or different places or in different relationships.

179 - 33. Know the reasons for and some ways to be self-supporting.

180 - 34. Understand why people look, act and think differently.

181 - 35. Know what things are considered feminine and masculine interests and behaviors and where these sometimes overlap.

Questionnaire IV

182 - 25. Know how to get along with friends, teachers, employers, or other adults.

183 - 26. Compare local beauty schools with professional beauty shops considering the services, cost, time spent and convenience.

184 - 27. Take the consequences of personal or family decisions and actions.

185 - 28. Know the ways an individual can help change laws or practices that he doesn't like.

186 - 29. Know the privileges and responsibilities of each family member; for example, should a two-year-old have the same privilege of staying up late as a ten-year-old, or the same responsibilities of cleaning up his room?

187 - 30. Recognize the signs of pregnancy.

188 - 31. Know those things which influence what a person thinks about himself such as the way other people treat him or school grades, etc.

M.L. # Q. #

Questionnaire IV
(continued)

189 - 32, Understand the physical, mental, and emotional changes that take place as one grows up such as the voice changing in a boy or teenagers not being so dependent on parents.

190 - 33. Understand the things that influence sexual feelings and actions such as the way girls dress and walk, or reading books and magazines about sexual things.

191 - 34. Know how you're supposed to behave in different places such as at school, home, work, stores, or recreation.

Questionnaire V

192 - 28. Know the state marriage requirements.

193 - 29. Take care of personal hair problems such as oily hair, dry hair, damaged hair, fine hair or dandruff.

194 - 30. Know ways to make oneself more attractive.

195 - 31. Know many places to go and things to do on dates.

196 - 32. Know the types of problems that may be found in marriage and have possible solutions to these problems.

197 - 33. Understand the legal rights and responsibilities of minors and adults.

198 - 34. Know the places in the community available for family activities.

199 - 35. Know some ways to take care of sexual energy and tension when sexual relations would be unwise to have.

Questionnaire VI

200 - 27. Know what things she/he wants and expects in a marriage partner.

201 - 28. Know about methods of birth control and the advantages and disadvantages of each.

M.L. # Q. #

Questionnaire VI
(continued)

202 - 29. Understand the things that help make a marriage successful.

203 - 30. Understand the consequences of premarital intercourse.

204 - 31. Keep combs, brushes and other grooming supplies clean.

205 - 32. Know how to handle his feelings in an appropriate and helpful way.

206 - 33. Understand some ways to grow more accepting of oneself and others.

207 - 34. Select and use cosmetics and other skin care preparations which are right for the occasion and helpful to one's particular skin problems.

Figure 57

STATEMENTS LISTED UNDER FAMILY RELATIONSHIPS GROUPED INTO SUBCATEGORIES (BY MASTER LIST NUMBERS)

Subcategory	Master List Numbers
Personal Development - Mental and Emotional (16)	154; 159; 167; 171; 175; 176; 177; 179; 180; 181; 182; 188; 189; 191; 205; 206
Personal Development - Appearance (7)	163; 169; 183; 193; 194; 204; 207
Family Roles and Relationships (10)	155; 156; 160; 165; 172; 173; 184; 186; 196; 202
Dating and Courtship (7)	153; 158; 166; 178; 192; 195; 200
Sexual Relations, Pregnancy, and Childbirth (10)	157; 161; 162; 168; 174; 187; 190; 199; 201; 203
Community Roles and Services (5)	164; 170; 185; 197; 198

TOTAL PERCENTAGE RATINGS FOR ALL ITEMS IN FAMILY RELATIONSHIPS - Figure 58

FORM F

	EXPECTATIONS														CAPABILITIES									
M.L.	Anglo		Mex/Amer		Mothers		Fathers		Parents		Comm. Ldrs.		Total Resp.		Anglo		Mex/Amer		Mothers		Fathers		All Parents	
No.	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G*	B	G	B	G	B	G	B
153.	100	100	95	95	98	98	100	100	98	98	92	92	95	95	40	42	50	60	50	55	33	33	44	47
154.	98	94	95	95	98	98	95	89	96	94	83	83	91	90	20	58	50	60	33	64	33	50	33	59
155.	82	95	84	84	82	85	84	84	82	85	78	78	81	82	80	33	100	40	83	36	100	33	89	35
156.	82	80	95	95	91	91	78	73	87	85	83	83	85	84	20	33	50	40	33	55	33	00	33	35
157.	85	82	84	78	85	88	84	67	85	81	83	83	84	82	60	33	25	40	50	36	33	33	44	35
158.	94	91	89	89	88	88	100	95	92	90	83	83	89	88	60	83	00	60	17	73	66	83	33	76
159.	91	88	89	89	88	91	89	84	90	88	81	81	86	85	80	58	25	40	66	36	33	83	56	53
160.	77	77	78	84	80	82	73	73	77	79	69	67	74	74	60	58	50	80	66	64	33	66	56	65
161.	85	85	100	100	91	91	89	89	90	90	94	94	92	92	80	67	50	80	83	64	33	83	67	71
162.	91	85	95	95	98	94	84	78	92	88	89	89	91	89	80	42	25	80	50	64	66	33	56	53
163.	100	98	100	100	100	100	100	95	100	98	92	92	97	95	80	83	50	100	66	100	66	66	67	88
164.	100	100	92	75	98	91	100	100	98	94	87	90	95	93	87	92	50	50	100	82	50	66	80	76
165.	84	79	92	75	85	74	86	86	85	78	77	74	82	76	75	77	50	75	83	64	50	100	70	76
166.	82	82	84	75	74	71	96	96	81	80	77	80	80	80	63	77	00	75	66	73	25	83	50	76
167.	88	88	92	75	85	80	96	96	89	85	87	90	88	87	75	62	50	50	66	64	75	50	70	59
168.	67	69	92	75	71	68	75	80	72	70	80	80	75	74	38	77	50	75	50	64	25	100	40	76
169.	74	67	92	75	74	59	86	86	78	69	84	80	80	73	100	62	00	50	83	55	75	66	80	59
170.	65	65	84	75	65	62	75	75	69	67	63	57	67	63	25	31	00	25	33	27	00	33	20	29
171.	96	98	92	75	91	88	100	100	94	96	84	84	90	89	63	69	00	50	50	73	50	50	50	65
172.	79	76	92	75	80	71	90	86	81	75	77	77	80	80	63	46	50	50	66	45	50	50	60	47
173.	91	86	90	90	94	91	84	78	90	87	84	88	88	87	25	15	100	25	33	00	33	50	33	18
174.	98	96	80	80	94	94	95	89	94	92	84	84	91	87	63	38	100	50	66	27	66	66	67	41
175.	82	86	100	90	91	91	73	78	85	87	67	84	79	86	75	38	100	50	66	27	100	66	78	41
176.	79	76	100	100	85	85	78	73	82	81	80	80	82	80	25	15	100	50	17	9	66	50	33	24
177.	82	82	100	100	85	89	84	84	85	85	76	76	82	82	13	15	100	50	17	18	33	33	22	24
178.	91	91	80	80	85	85	95	95	88	88	80	80	86	86	63	38	100	50	50	27	100	66	67	41
179.	86	86	100	90	94	91	78	78	88	87	84	92	87	88	63	54	100	25	50	27	100	83	67	47
180.	86	86	100	90	88	85	89	89	88	87	80	76	86	83	75	46	100	50	83	45	66	50	78	47
181.	91	91	90	80	98	94	78	78	90	88	67	67	83	82	75	62	100	50	83	45	66	83	78	59
182.	95	95	87	87	93	93	94	94	94	94	97	97	95	95	100	69	--	50	100	64	100	66	100	65
183.	65	30	75	63	69	35	63	38	67	35	59	21	64	31	43	23	--	50	60	27	00	33	43	29
184.	93	85	100	100	97	97	88	69	94	88	84	84	91	86	100	77	--	100	100	82	100	83	100	82

*A dash in this column indicates that no Mexican-American parent with a daughter at Valley High School responded to this question.

Figure 58 (Continued)

FORM F

M.L.	EXPECTATIONS														CAPABILITIES									
	Anglo		Mex/Amer		Mothers		Fathers		Parents		Comm. Ldrs.		Total Resp.		Anglo		Mex/Amer		Mothers		Fathers		All Parents	
No.	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G*	B	G	B	G	B	G	B
185.	73	73	100	100	82	76	69	82	77	77	71	76	75	76	43	23	--	75	40	36	50	33	43	35
186.	90	90	100	100	93	93	88	88	92	92	84	80	89	88	100	92	--	100	100	91	100	100	100	94
187.	95	78	100	87	100	82	88	75	96	79	97	80	96	79	71	69	--	75	100	73	00	66	71	71
188.	83	85	87	87	86	85	88	88	83	85	84	80	83	83	86	46	--	50	100	55	50	33	100	47
189.	88	88	100	100	91	93	88	82	90	90	80	84	86	88	86	77	--	100	100	91	50	66	85	82
190.	93	90	100	100	97	97	88	82	94	92	100	88	96	91	86	85	--	100	100	100	50	66	85	88
191.	100	100	100	100	100	100	100	100	100	100	92	92	97	97	86	77	--	75	80	82	100	66	100	76
192.	97	97	87	87	78	96	92	92	95	68	85	85	90	76	50	67	00	66	40	63	50	75	43	67
193.	87	80	75	75	69	81	84	75	84	79	76	73	80	76	50	78	100	66	40	75	100	75	57	75
194.	94	90	87	87	76	89	92	92	92	89	85	76	89	83	66	89	100	66	60	75	100	100	71	83
195.	80	80	87	75	67	81	84	75	81	79	76	76	79	77	66	78	100	66	60	75	100	75	71	75
196.	84	84	100	87	69	85	92	84	87	84	78	76	83	80	66	56	00	00	60	38	50	50	57	42
197.	94	90	87	87	78	96	84	75	92	89	85	88	89	89	50	67	00	33	40	63	50	50	43	58
198.	77	71	63	63	55	69	84	66	74	68	69	69	72	69	50	44	100	33	40	50	100	25	57	42
199.	90	87	100	87	73	89	100	84	92	87	93	93	93	90	33	56	00	100	20	63	50	75	29	67
200.	100	100	60	70	87	87	94	100	89	92	92	92	91	92	33	38	--	25	66	57	00	00	33	33
201.	86	83	60	50	69	69	94	82	79	74	100	95	89	84	50	50	--	25	66	71	33	00	50	42
202.	90	90	70	70	82	82	88	88	84	84	95	95	89	89	33	50	--	50	33	86	33	00	33	50
203.	100	93	50	50	87	82	88	82	87	81	100	100	93	91	83	50	--	50	100	71	66	20	83	50
204.	86	83	70	70	73	73	94	88	81	79	87	79	84	79	83	75	--	75	100	86	66	60	83	73
205.	83	83	60	60	78	78	75	75	76	76	84	87	80	82	50	50	--	50	66	71	33	20	50	50
206.	83	83	60	60	73	73	82	82	76	76	81	81	79	79	50	25	--	75	66	57	33	20	50	42
207.	86	68	40	20	73	59	75	50	74	55	79	61	76	58	83	63	--	25	100	57	66	40	83	50

*A dash in this column indicates that no Mexican-American parent with a daughter at Valley High School responded to this question.

I. EXPECTATIONS FOR GIRLS

There are fifty-five statements of behavior listed under Family Relationships on the Home and Community Behavioral Expectations. Fifty-one of these were indicated as necessary for girls to perform by the responses of the total population of respondents. (See Figures 59 and 60.)

Figure 59

NUMBER OF BEHAVIORS RATED AS NECESSARY FOR GIRLS TO PERFORM

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
All Respondents	51
Community Leaders	48
All Parents	51
Anglo Parents	50
Mexican-American Parents	46
Mothers	41
Fathers	51

Of the seventeen statements rated 90% or better (see Figure 60), seven of them are behaviors concerned with sexual relations, pregnancy and childbirth. Particularly important for girls is to "Recognize the signs of pregnancy" (187), and to "Understand the things that influence sexual feelings ... " (190). It is also very important for girls to know how to behave in various places (191), and to practice cleanliness and dress standards (163). Girls are also expected to know the advantages and disadvantages of marrying (153), to know what she expects of a marriage partner (200), and what the state marriage requirements are (192).

Only four statements of behavior were considered to be less than necessary for girls to perform. It is not necessary for a girl to be able to "Tell the ways families of various backgrounds are alike and different" (160), or to be able to "Compare local beauty schools with professional beauty shops ..." (183). She does not need to know about family welfare assistance (170), or places in the community that provide activities for families (198).

Figure 60

BEHAVIORS RATED AS NECESSARY FOR GIRLS TO PERFORM IN THE CATEGORY OF FAMILY RELATIONSHIPS BY THE TOTAL POPULATION OF RESPONDENTS

M.L. No.	Statement	Percentage
191	Know how you're supposed to behave in different places such as at school, home, work, stores, or recreation.	97
163	Practice cleanliness and dress standards in keeping with job or school requirements.	97
187	Recognize the signs of pregnancy.	96
190	Understand the things that influence sexual feelings and actions such as the way girls dress and walk, or reading books and magazines about sexual things.	96

Figure 60
(continued)

M.L. No.	Statement	Percentage
182	Know how to get along with friends, teachers, employers, or other adults.	95
164	Know community, state and federal laws affecting minors and young adults and what happens if you break them.	95
153	Compare the reasons for marrying or not marrying, considering such things as: companionship, pleasure, freedom, adventure, economic security, children, happiness, self-expression, love and sex.	95
203	Understand the consequences of premarital intercourse.	93
199	Know some ways to take care of sexual energy and tension when sexual relations would be unwise to have.	93
161	Know how children, teenagers and adults develop sexually, what can be expected and what problems there are. Some examples of things they should know about are: menstruation, seminal emissions, masturbation, sexual arousal, and menopause.	92
184	Take the consequences of personal or family decisions and actions.	91
154	Know different ways to gain self-confidence.	91
174	Understand the truths and untruths of popular attitudes toward sex.	91
162	Tell how conception takes place, how a baby develops in the womb, and how a baby is born.	91
200	Know what things she/he wants and expects in a marriage partner.	91
192	Know the state marriage requirements.	90
171	Determine a code of conduct that takes into consideration one's own beliefs and how the community and society expects one to behave.	90

Figure 60
(continued)

M.L. No.	Statement	Percentage
158	Know the differences between legal marriages and common-law marriages.	89
194	Know ways to make oneself more attractive.	89
197	Understand the legal rights and responsibilities of minors and adults.	89
201	Know about methods of birth control and the advantages and disadvantages of each.	89
202	Understand the things that help make a marriage successful.	89
186	Know the privileges and responsibilities of each family member, for example: should a two-year-old have the same privilege of staying up late as a ten-year-old, or the same responsibilities of cleaning up his room?	89
167	Make proper introductions of parents to friends, employer to family, or friends to friends of the same age.	88
173	Know the emotional, social, and financial changes that have to be made by each mate during pregnancy and the first few months after baby's arrival.	88
179	Know the reasons for and some ways to be self-supporting.	87
178	Know the appropriate ways to express love and affection at different ages or different places or in different relationships.	86
189	Understand the physical, mental, and emotional changes that take place as one grows up such as the voice changing in a boy or teenagers not being so dependent on parents.	86
159	Know what maturity is and the things which show that one is mature.	86
180	Understand why people look, act and think differently.	86

Figure 60
(continued)

M.L. No.	Statement	Percentage
156	Tell what happens when one person in the family wants one thing and the rest of the family wants something else and know ways to solve some of these problems.	85
204	Keep combs, brushes and other grooming supplies clean.	84
157	Know those times when conception is most likely to occur.	84
196	Know the types of problems that may be found in marriage and have possible solutions to these problems.	83
181	Know what things are considered feminine and masculine interests and behaviors and where these sometimes overlap.	83
188	Know those things which influence what a person thinks about himself such as the way other people treat him or school grades, etc.	83
176	Know what behavior problems result when an individual's needs and wants are not met.	82
177	Know about the various moods one has and the reasons for them.	82
165	Know the advantages and disadvantages of being a working mother.	82
155	Know what role is of each member of the family such as what should a father be like and how is this different from his role as husband?	81
172	Know what the problems are and some things to do about them in the one parent home, homes with aunts, uncles, grandparents present, childless homes and homes of single people.	80
193	Take care of personal hair problems such as oily hair, dry hair, damaged hair, fine hair or dandruff.	80
166	Know ways to meet and make dates.	80

Figure 60
(continued)

M.L. No.	Statement	Percentage
169	Choose a hair style that is becoming, suitable for the occasion, practical and in fashion.	80
205	Know how to handle his feelings in an appropriate and helpful way.	80
175	Know ways to improve one's educational background and job skills including such things as completing high school during the day or evening, enrolling in adult education classes, participation in government or company sponsored training programs or completing correspondence courses.	79
195	Know many places to go and things to do on dates.	79
206	Understand some ways to grow more accepting of oneself and others.	79
207	Select and use cosmetics and other skin care preparations which are right for the occasion and helpful to one's particular skin problems.	76
185	Know the ways an individual can help change laws or practices that he doesn't like.	75
168	Compare the medical terms for parts of the human body and for sexual actions with the slang terms for them.	75

II. EXPECTATIONS FOR BOYS

Forty-eight of the fifty-five behaviors listed under Home Management are indicated as necessary for boys to perform by the responses of the total population of respondents. (See Figures 61 and 62.)

Figure 61

NUMBER OF BEHAVIORS RATED AS NECESSARY FOR BOYS TO PERFORM

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
All Respondents	48
Community Leaders	47
All Parents	47
Anglo Parents	48
Mexican-American Parents	45
Mothers	43
Fathers	47

It is very important for boys to know the appropriate ways to behave in various situations (191) and how to get along with their peers and employers (182). In the area of personal development, it is also important for them to practice acceptable stadndards of cleanliness and dress (163). Many of the behaviors listed which relate to sexual relations are considered important for boys. They should know how sexual development takes place (161), and what things influence sexual feelings (190). A boy should know how to redirect sexual energy and tension (199), and "Understand the consequences of premarital intercourse" (203).

The four behaviors considered helpful but not necessary for girls to perform are also unnecessary for boys. In addition, boys do not need to know how to use cosmetics or skin preparations (207), or choose a becoming hair style (169). It is not necessary for boys to be able to "Compare the medical terms for the parts of the body and for sexual actions with the slang terms for them"(168).

Figure 62

BEHAVIORS RATED AS NECESSARY FOR BOYS TO PERFORM IN THE CATEGORY OF FAMILY RELATIONSHIPS BY THE TOTAL POPULATION OF RESPONDENTS

M.L. No.	Statement	Percentage
191	Know how you're supposed to behave in different places such as at school,home, work, stores, or recreation.	97
182	Know how to get along with friends, teachers, employers, or other adults.	95
153	Compare the reasons for marrying or not marrying, considering such things as: companionship, pleasure, freedom, adventure, economic security, children, happiness, self-expression, love and sex.	95
163	Practice cleanliness and dress standards in keeping with job or school requirements.	95
164	Know community, state and federal laws affecting minors and young adults and what happens if you break them.	93
200	Know what things she/he wants and expects in a marriage partner.	92
161	Know how children, teenagers and adults develop sexually, what can be expected and what problems there are. Some examples of things they should know about are: menstruation, seminal emissions, masturbation, sexual arousal, and menopause.	92

Figure 62
(continued)

M.L. No.	Statement	Percentage
190	Understand the things that influence sexual feelings and actions such as the way girls dress and walk, or reading books and magazines about sexual things.	91
203	Understand the consequences of premarital intercourse.	91
199	Know some ways to take care of sexual energy and tension when sexual relations would be unwise to have.	90
154	Know different ways to gain self-confidence.	90
197	Understand the legal rights and responsibilities of minors and adults.	89
162	Tell how conception takes place, how a baby develops in the womb, and how a baby is born.	89
171	Determine a code of conduct that takes into consideration one's own beliefs and how the community and society expects one to behave.	89
202	Understand the things that help make a marriage successful.	89
179	Know the reasons for and some ways to be self-supporting.	88
186	Know the privileges and responsibilities of each family member; for example, should a two-year-old have the same privilege of staying up late as a ten-year-old, or the same responsibilities of cleaning up his room?	88
158	Know the differences between legal marriages and common-law marriages.	88
189	Understand the physical, mental, and emotional changes that take place as one grows up such as the voice changing in a boy or teenagers not being so dependent on parents.	88

Figure 62
(continued)

M.L. No.	Statement	Percentage
167	Make proper introductions of parents to friends, employer to family, or friends to friends of the same age.	87
174	Understand the truths and untruths of popular attitudes toward sex.	87
173	Know the emotional, social, and financial changes that have to be made by each mate during pregnancy and the first few months after baby's arrival.	87
184	Take the consequences of personal or family decisions and actions.	86
178	Know the appropriate ways to express love and affection at different ages or different places or in different relationships.	86
175	Know ways to improve one's educational background and job skills including such things as completing high school during the day or evening, enrolling in adult education classes, participation in government or company sponsored training programs or completing correspondence courses.	86
159	Know what maturity is and the things which show that one is mature.	85
156	Tell what happens when one person in the family wants one thing and the rest of the family wants something else and know ways to solve some of these problems.	84
201	Know about methods of birth control and the advantages and disadvantages of each.	84
180	Understand why people look, act and think differently.	83
188	Know those things which influence what a person thinks about himself such as the way other people treat him or school grades, etc.	83

Figure 62
(continued)

M.L. No.	Statement	Percentage
194	Know ways to make oneself more attractive.	83
157	Know those times when conception is most likely to occur.	82
155	Know what role is of each member of the family such as what should a father be like and how is this different from his role as husband?	82
181	Know what things are considered feminine and masculine interests and behaviors and where these sometimes overlap.	82
177	Know about the various moods one has and the reasons for them.	82
205	Know how to handle his feelings in an appropriate and helpful way.	82
176	Know what behavior problems result when an individual's needs and wants are not met.	82
166	Know ways to meet and make dates.	80
196	Know the types of problems that may be found in marriage and have possible solutions to these problems.	80
172	Know what the problems are and some things to do about them in the one parent home, homes with aunts, uncles, grandparents present, childless homes and homes of single people.	80
187	Recognize the signs of pregnancy.	79
206	Understand some ways to grow more accepting of oneself and others.	79
204	Keep combs, brushes and other grooming supplies clean.	79
195	Know many places to go and things to do on dates.	77
192	Know the state marriage requirements.	76

Figure 62
(continued)

M.L. No.	Statement	Percentage
193	Take care of personal hair problems such as oily hair, dry hair, damaged hair, fine hair or dandruff.	76
185	Know the ways an individual can help change laws or practices that he doesn't like.	76
165	Know the advantages and disadvantages of being a working mother.	76

III. DIFFERENCES IN EXPECTATIONS FOR GIRLS AND BOYS

Where the subgroups rated statements more than 10% higher in their expectations for either boys or girls, girls most frequently received the higher percentage. Responses indicated that three behaviors were more important for girls than boys in the perception of Anglo parents and only one more important for boys. Mexican-American parents indicated that none of the behaviors were more important for boys than girls but thirteen were more important for girls than boys. Mothers rated five behaviors more important for girls and eight more important for boys. Fathers rated eight more important for girls and one more important for boys.

Girls must know more about making themselves attractive than do boys (169; 183; 207). They must be able to recognize the signs of pregnancy (187), and know more about what it means to be a working mother (165).

IV. DIFFERENCES IN EXPECTATIONS OF PARENTS AND COMMUNITY LEADERS

The responses of parents and community leaders differed in their expectations for girls on seven statements of behavior. They differed in their expectations for boys on thirteen statements. Parents rated higher on one more statement for both sexes than did community leaders. Parents tend to see those behaviors involved with mental and emotional development as more important than do community leaders. (See Figure 63.)

Figure 63

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 10%)
BY EITHER PARENTS OR COMMUNITY LEADERS
IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Parents Higher		Community Leaders Higher	
Subcategory	Girl	Boy	Girl	Boy
Personal Development - Mental and Emotional (16)	3	4	0	1
Personal Development - Appearance (7)	0	1	0	1
Family Roles and Relationships (10)	0	2	1	1
Dating and Courtship (7)	0	0	0	1
Sexual Relations, Pregnancy, and Childbirth (10)	0	0	2	2
Community Roles and Services (5)	1	0	0	0

Community leaders perceive behaviors related to sexual relations, pregnancy and childbirth as more important than do parents. There is general agreement between the responses of the two subgroups in the other subcategories.

V. DIFFERENCES IN EXPECTATIONS OF ANGLO PARENTS AND MEXICAN-AMERICAN PARENTS

These two subgroups differed by more than 10% on rating twenty-five statements concerning expectations for girls and twenty-three statements concerning expectations for boys.

Anglo parents rated eleven statements higher for girls than did Mexican-American parents, and fifteen statements higher for boys.

Although they differed frequently, the differences were spread rather equally throughout the subcategories. (See Figure 64.)

Anglo parents perceive those behaviors involving: sexual relations, pregnancy and childbirth; personal appearance; and, dating and courtship as more important than do Mexican-American parents. Mexican-American parents perceive behaviors involved in: developing mentally and emotionally; learning and performing familial roles; and, performing citizenship responsibilities and utilizing community services as more important than do Anglo parents. Both of these trends are slight, however, and there are more differences within subcategories than between them.

Figure 64

NUMBER OF STATEMENTS IN EACH SUBCATEGORY RATED HIGHER (BY MORE THAN 10%) BY EITHER ANGLO PARENTS OR MEXICAN-AMERICAN PARENTS IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Anglos Higher		Mexican-Americans Higher	
Subcategory	Girl	Boy	Girl	Boy
Personal Development - Mental and Emotional (16)	2	5	6	3
Personal Development - Appearance (7)	3	2	1	1
Family Roles and Relationships (10)	1	2	3	2
Dating and Courtship (7)	1	2	0	0
Sexual Relations, Pregnancy, and Childbirth (10)	3	3	2	1
Community Roles and Services (5)	1	1	2	1

VI. DIFFERENCES IN EXPECTATIONS OF MOTHERS AND FATHERS

Mothers and fathers differed by more than 10% on their ratings of twenty statements of expectations for girls and on twenty-three statements of expectations for boys. Mothers rated higher seven statements for girls and thirteen statements for boys.

An analysis of those statements where differences occurred reveals some definite patterns of difference. (See Figure 65.)

Figure 65

NUMBER OF STATEMENTS IN EACH SUBCATEGORY RATED HIGHER (BY MORE THAN 10%) BY EITHER MOTHERS OR FATHERS IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Mothers Higher		Fathers Higher	
Subcategory	Girl	Boy	Girl	Boy
Personal Development - Mental and Emotional (16)	3	5	1	2
Personal Development - Appearance (7)	0	0	4	2
Family Roles and Relationships (10)	1	3	1	2
Dating and Courtship (7)	0	0	4	2
Sexual Relations, Pregnancy, and Childbirth (10)	2	3	2	2
Community Roles and Services (5)	1	1	1	1

Mothers rate higher those behaviors connected with mental and emotional development. Fathers rate higher behaviors involved with personal appearance and dating and courtship activities. They differ frequently in the other subcategories with each subgroup rating several statements higher than did the other.

VII. PRESENT CAPABILITIES OF GIRLS

Sixteen of the behaviors in this category are now being performed acceptably by 75% or more of the girls at Valley High School. (See Figure 66.)

Figure 66

NUMBER OF BEHAVIORS REPORTED TO BE WITHIN THE CAPABILITY OF 75% OR MORE OF THE GIRLS AT VALLEY HIGH SCHOOL

Respondent Group	No. of Statements Receiving 75% or Above
All Parents	16
Anglo Parents	21
Mexican-American Parents	14*
Mothers	18
Fathers	14

---

* Responses for only thirty-seven statements from this subgroup.

All of the sixteen behaviors were also rated as necessary for girls to perform. Seven of the behaviors reported to be within the capability of 75% or more of the girls at Valley are in the subcategory of "Personal Development - Mental and Emotional." Three are in the subcategory of "Family Roles and Relationships" and three are in "Personal Development - Appearance."

According to their parents, all of the girls at Valley are capable of performing the following behaviors:

> "Know how to get along with friends, teachers, and employers or other adults" (182).
>
> "Take the consequences of personal or family decisions and actions" (184).

> "Know the privileges and responsibilities of each family member ... " (186).
>
> "Know those things that influence what a person thinks about himself ... " (188).
>
> "Know how you're supposed to behave in different places ... " (191).

It is interesting to note that the great majority of students at Valley High School are there because of an inability to behave in accordance with the rules of the schools and an inability to get along with the authorities of that school. Yet the parents have indicated by their responses that their girls know how to do these things. (See Statements 182 and 191, supra.) Perhaps the incongruity stems from the use of the word "know" in the statements. If the statements were worded to ask whether their daughters were actually performing these behaviors rather than that they know how to perform them, the responses might have been different.

Eighty-five percent (85%) or more of the girls at Valley also know the role of each family member (155); understand the physical, mental and emotional changes that take place as one grows up (189); and, understand the things that influence sexual feelings and actions (190).

Less than one-third of the girls at Valley are capable of describing the differences between common-law and legal marriages (158); of knowing what should be expected of a marriage partner (200); or, of understanding those things that make for a successful marriage (202).

Less than one-third know ways to gain self-confidence (154); know the behavior problems resulting from frustrated needs and wants (176); or, know the reasons for various moods one experiences (177). Less than one-third of the girls at Valley can tell what to do when family members' needs and wants differ strongly (156); nor do they know ways to release sexual tensions and energy when sexual relations would be unwise (199).

VIII. PRESENT CAPABILITIES OF BOYS

Fourteen of the fifty-five behaviors listed under Family Relationships are now practiced by 75% or more of the boys at Valley High School. (See Figure 67.)

Figure 67

NUMBER OF BEHAVIORS REPORTED TO BE WITHIN THE CAPABILITY OF 75% OR MORE OF THE BOYS AT VALLEY HIGH SCHOOL

Respondent Group	No. of Statements Receiving 75% or Above
All Parents	14
Anglo Parents	15
Mexican-American Parents	17
Mothers	12
Fathers	15

All of these behaviors were also rated as necessary for boys to perform. As compared to the girls, not nearly so many boys are viewed by their parents as capable of performing behaviors involved in emotional and mental development. Seventy-six percent (76%) of the boys know how they are supposed to behave in different places such as at school or work (191). Eighty-one percent (81%) of the boys know about the physical, mental and emotional changes that take place as one grows up (189). Less than 75% of the boys, however, can perform the other behaviors which were rated above 75% for girls, (see p. 170, supra).

More boys than girls can perform many of the behaviors in the subcategory "Dating and Courtship." Seventy-five percent (75%) or more of the boys do know the differences between common-law and legal marriages (158); know ways to meet and make dates; and, know places to go and things to do on these dates (195).

Most of the boys at Valley practice acceptable standards of cleanliness (163); know how to make themselves attractive (194); and, can take care of personal hair problems (193).

Seventy-five percent (75%) or more of the boys at Valley know the advantages and disadvantages of having mothers who work (165); know the privileges and responsibilities of family members (186); and, can take the consequences of personal or family decisions (184).

Most of the boys at Valley know about laws affecting minors and the consequences of breaking them (164). They are acquainted with the things that influence sexual feelings and actions (190) and they can compare medical and slang terms for sexual actions and parts of the body (168).

Only three behaviors which were considered necessary for boys to perform are now being performed capably by less than one-third of Valley boys. They are:

> "Know what behavior problems result when an individual's needs and wants are not met" (176).
>
> "Know about the various moods one has and the reasons for them" (177).
>
> "Know what things he wants and expects in a marriage partner" (200).

IX. DIFFERENCES IN CAPABILITY PERCEPTION BETWEEN ANGLO PARENTS AND MEXICAN-AMERICAN PARENTS

These two subgroups differed most often in evaluating their daughters and they differed frequently in each of the subcategories. There are considerable differences in evaluations of the capabilities of boys, also, but not to the same degree.

According to the responses of their parents, more Mexican-American boys and girls are capable than are Anglo boys and girls of performing those behaviors listed under "Personal Development - Mental and Emotional" (see Figure 68). More Anglo than Mexican-American boys and girls know about community services and are capable of performing their community roles.

Figure 68

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 20%)
BY EITHER ANGLO PARENTS OR MEXICAN-AMERICAN PARENTS
IN REPORTING THEIR CHILDREN'S CAPABILITIES

	Anglos Higher		Mexican-Americans Higher	
Subcategory	Girl*	Boy	Girl*	Boy
Personal Development - Mental and Emotional (16)	3	1	7	4
Personal Development - Appearance (7)	2	2	2	1
Family Roles and Relationships (10)	2	1	3	2
Dating and Courtship (7)	3	1	2	0
Sexual Relations, Pregnancy, and Childbirth (10)	4	1	1	3
Community Roles and Services (5)	3	2	1	1

---

* Girls are compared on only thirty-seven statements.

Not a single Mexican-American parent responding thought that their daughter was capable of selecting a hair style that is becoming and appropriate (169). All of the Anglo parents responded that their daughter could do so. Eighty-seven percent (87%) more Mexican-American girls than Anglo girls know what moodiness is all about (177); 75% more Mexican-American girls than Anglo girls know the changes that have to be made by both mates during pregnancy (173);

and, the behavior problems that result from the frustrations of an individual's needs and wants (176). Over 60% more of the Anglo girls know ways to meet and make dates (166); can determine a code of conduct (171); and, know the types of problems that may be found in marriage (196).

There were fewer statements upon which these subgroups differed in evaluating their sons. The percentage by which they differed was also considerably smaller. Fifty-six percent (56%) more Anglo boys than Mexican-American boys know about the problems to be found in marriage (196). Fifty percent (50%) more of the Mexican-American boys know ways to change laws and practices (185) and know ways to grow more accepting of oneself and others (206).

X. DIFFERENCES IN CAPABILITY PERCEPTION BETWEEN MOTHERS AND FATHERS

These two subgroups also differed frequently in their evaluation of the capabilities of their sons and daughters. (See Figure 69.) The disagreements reveal little pattern with one exception. More mothers rated their children capable on the behaviors listed under "Sexual Relations" than did fathers. In general, mothers rated more statements higher than did fathers.

Figure 69

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 20%)
BY EITHER MOTHERS OR FATHERS
IN REPORTING THEIR CHILDREN'S CAPABILITIES

	Mothers Higher		Fathers Higher	
Subcategory	Girl	Boy	Girl	Boy
Personal Development - Mental and Emotional (16)	5	5	4	5
Personal Development - Appearance (7)	3	2	2	1
Family Roles and Relationships (10)	2	2	0	2
Dating and Courtship (7)	2	2	3	1
Sexual Relations, Pregnancy, and Childbirth (10)	6	4	1	2
Community Roles and Services (5)	2	1	1	0

In assessing the capabilities of their daughters, all of the mothers indicated that their daughter could recognize the signs of pregnancy (187). Not a single father interviewed thought that his daughter could. Sixty percent (60%) more mothers than fathers thought that their daughters could compare local beauty schools with professional shops (183) and 66% more mothers thought their daughters capable of knowing what she wanted in a marriage partner (200). Sixty percent (60%) more fathers than mothers believed their daughters to be capable of taking care of personal hair problems (193) and of knowing places in the community for family activities (198).

Eighty-six percent (86%) more mothers than fathers assessed their sons as capable of knowing the things which make for a successful marriage (202). Seventy-one percent (71%) more mothers felt that their sons knew about methods of birth control (201). Sixty-six percent (66%) more fathers than mothers reported that their sons could compare medical and slang terms for the body and sexual actions (168) and that their sons knew the advantages and disadvantages of working mothers (165).

XI. SUMMARY

Most of the behaviors listed in this category are considered necessary for girls and boys to perform. Statements dealing with the knowledge of sexual relationships, sexual maturation, pregnancy and childbirth were rated as very important for both boys and girls. Those behaviors involved with personal development of a physical, emotional, and mental nature were rated as very important also.

Community leaders rated the statements dealing with sexual relations higher than did parents. Parents rated higher those behaviors involved in mental and emotional development. Anglo parents rated higher than did Mexican-American parents behaviors involved in dating and courtship as well as knowledge of sexual relationships. Mexican-

American parents rated higher behaviors concerned with personal development of a mental and emotional nature. They also rated higher statements dealing with familial roles and relationships and knowledge of community services.

Fathers have higher expectations for girls in this area than do mothers. The reverse is true for boys. Fathers rated higher than did mothers those behaviors concerned with personal appearance and sexual relationships. Mothers rated higher behaviors concerned with mental and emotional development.

Only about one-third of the behaviors listed in this category are now being performed capably by 75% or more of the boys and girls at Valley High School. Of those behaviors most are in the subcategories of "Personal Development-Mental and Emotional," "Personal Appearance," and, "Family Roles and Relationships." More boys than girls are now capable of practicing many of the behaviors listed under "Dating and Courtship."

More Mexican-American students than Anglo students are capable of behaviors listed under "Personal Development-Mental and Emotional." More Anglo students are capable of acceptable performance in the area of "Community Roles and Services."

REPORT OF FINDINGS

in

HOUSING AND FURNISHINGS

HOME AND COMMUNITY MASTER LIST

HOUSING AND FURNISHINGS

M.L. # Q. #

Questionnaire I

208 - 35. Pick out the right kinds of large and small appliances considering what the needs of the family and its income are.

209 - 36. Describe the differences in the responsibilities of being a renter and of being a home owner.

210 - 37. Explain the total monthly costs of various types of housing including: rental or mortgage payments; taxes; utilities; repairs, maintenance; depreciation and equity.

211 - 38. Know what governmental restrictions there are about housing such as zoning laws, building codes, etc.

212 - 39. Look at different kinds of apartments and compare the space, equipment and services offered with the cost of each.

213 - 40. Know what percentage of the budget should be used on housing needs.

Questionnaire II

214 - 36. Refinish and recover old furniture.

215 - 37. Know what furniture should be in the home considering such things as family needs, activities and finances.

216 - 38. Know the type of housing available in the community including: apartments; housing developments; trailers; duplexes; public housing, etc.

217 - 39. Understand and be able to complete a rental agreement or lease.

M.L. # Q. #

Questionnaire III

218 - 36. Know and compare costs of various methods of financing a home such as FHA or VA loans.

219 - 37. Arrange furniture in an attractive and balanced manner.

220 - 38. Care for and repair small appliances including: toaster, electric mixers, vacuum cleaners, etc.

221 - 39. Clean and care for furniture and cleaning equipment.

222 - 35. Compare advantages and disadvantages of different ways to heat a room including safety, cost, efficiency, and so forth.

223 - 36. Compare new and used furniture considering prices, types, appearance and construction.

224 - 37. Know the things that should be considered when choosing the location of housing.

225 - 38. Know the things that should be considered in selecting housing that will meet a family's needs and wants.

226 - 39. Select and use the right kind of cleaning equipment, materials, and products.

227 - 40. Know those things that influence the cost of housing including: design, construction, materials used, age of structure and condition of repair.

Questionnaire V

228 - 36. Compare the advantages and disadvantages of renting or buying housing.

229 - 37. Keep the home clean and attractive.

230 - 38. Know the things to consider when selecting an apartment.

231 - 39. Make simple furniture such as bookcases, desks, or dressers.

Questionnaire VI

232 - 35. Know what is proper home lighting for different family activities.

M.L. Q.
# #

Questionnaire VI
(continued)

233 - 36. Arrange furniture to meet the needs of family members and to make the best and most attractive use of space.

234 - 37. Read and understand classified ads to determine what housing is available.

235 - 38. Make minor home repairs such as in plumbing, roofing, etc.

236 - 39. Select and arrange simple accessories and flowers for various rooms in the house.

237 - 40. Make minor repairs on a piece of furniture.

Figure 70

STATEMENTS LISTED UNDER
HOUSING AND FURNISHINGS
GROUPED INTO SUBCATEGORIES
(BY MASTER LIST NUMBERS)

Subcategory	Master List Numbers
Selection of Housing (10)	209; 211; 212; 216; 217; 224; 225; 228; 230; 234
Cost of Housing (4)	210; 213; 218; 227
Selection of Furnishings (6)	208; 215; 222; 223; 231; 232
Care of Furnishings and Housing (7)	214; 220; 221; 226; 229; 235; 237
Arrangement of Furnishings (3)	219; 233; 236

TOTAL PERCENTAGE RATINGS FOR ALL ITEMS IN HOUSING AND FURNISHINGS - Figure 71
FORM F

	EXPECTATIONS														CAPABILITIES									
M.L.	Anglo		Mex/Amer		Mothers		Fathers		Parents		Comm. Ldrs.		Total Resp.		Anglo		Mex/Amer		Mothers		Fathers		All Parents	
No.	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G*	B	G	B	G	B	G	B
208.	80	82	84	84	82	80	88	89	81	82	81	78	81	81	20	17	50	60	33	45	33	00	33	29
209.	80	80	89	89	88	88	82	73	82	82	78	81	81	82	40	33	50	40	33	36	100	33	44	35
210.	77	77	84	84	80	80	88	78	79	79	67	72	74	76	20	8	50	20	17	18	66	00	33	11
211.	47	53	44	73	47	59	50	62	46	60	50	61	48	60	20	8	50	40	33	27	33	00	33	18
212.	68	68	73	78	77	74	62	67	69	71	67	69	68	70	40	17	25	40	17	27	66	17	33	24
213.	80	77	84	89	85	85	73	73	81	81	89	89	84	84	20	8	50	60	17	36	66	00	33	24
214.	50	45	84	75	53	50	65	55	57	54	43	54	52	52	25	8	00	40	33	18	00	17	20	18
215.	67	76	92	75	62	68	90	90	72	76	71	64	71	71	25	38	50	40	50	45	00	33	30	41
216.	57	55	92	75	59	50	75	75	65	62	67	67	65	62	50	38	50	40	50	45	50	33	50	41
217.	69	69	92	75	74	68	75	75	74	73	74	74	74	71	25	15	50	20	33	9	25	33	30	18
218.	79	82	60	80	74	82	78	78	72	81	67	80	65	80	00	8	100	25	17	9	00	17	11	11
219.	69	60	90	80	76	65	67	62	70	63	67	46	64	58	50	54	100	25	33	45	100	50	56	47
220.	55	69	70	70	59	71	56	67	56	69	50	63	50	67	00	46	100	50	17	55	00	33	11	47
221.	86	79	90	80	88	77	84	84	83	79	67	59	73	72	63	85	100	75	50	82	100	83	67	82
222.	65	70	87	87	73	76	63	69	69	73	59	67	65	71	71	54	--	100	80	64	50	66	71	65
223.	70	70	87	87	78	76	63	69	73	73	50	63	65	69	43	46	--	75	60	55	00	50	43	53
224.	76	78	87	100	82	85	69	75	77	81	76	80	76	81	43	54	--	75	60	55	00	66	43	59
225.	80	83	100	100	85	85	82	88	83	85	71	80	79	83	71	54	--	75	80	55	50	66	71	59
226.	78	76	100	100	88	82	69	75	81	79	80	63	81	74	71	54	--	100	80	73	50	50	71	65
227.	63	80	87	87	69	82	63	82	67	81	55	80	63	81	29	31	--	75	40	36	00	50	29	41
228.	84	84	100	100	85	89	92	84	87	87	73	82	80	84	33	33	00	00	20	25	50	25	29	25
229.	94	84	100	87	92	81	100	92	95	84	93	76	94	80	66	78	100	66	60	87	100	50	71	75
230.	77	77	100	87	81	81	84	75	81	79	88	82	84	80	33	33	00	33	20	25	50	50	29	33
231.	46	57	50	63	46	58	50	58	47	58	38	47	43	53	17	67	00	33	00	50	50	75	14	58
232.	57	50	50	40	59	42	50	44	55	47	58	61	61	59	66	63	--	50	66	71	66	40	67	58
233.	68	54	60	50	64	46	69	56	66	53	66	50	71	53	50	63	--	75	33	86	66	40	50	67
234.	68	64	60	60	59	50	75	75	70	63	79	79	74	71	17	50	--	75	33	86	00	20	17	58
235.	39	74	40	70	41	58	38	88	39	73	50	81	49	79	00	38	--	50	00	71	00	00	00	42
236.	61	33	40	40	55	31	57	38	55	35	63	34	64	36	33	25	--	50	33	57	33	00	33	33
237.	50	67	40	50	41	54	57	69	47	63	47	71	51	68	00	38	--	50	00	71	00	00	00	42

*A dash in this column indicates that no Mexican-American parent with a daughter at Valley High School responded to this question.

I. EXPECTATIONS FOR GIRLS

There are thirty statements of behavior listed under the category of Housing and Furnishings on the master list of Home and Community Behavioral Expectations. Only nine of these behaviors are considered necessary for girls to perform according to the ratings of the total respondents. (See Figures 72 and 73.)

Figure 72

NUMBER OF BEHAVIORS RATED AS NECESSARY FOR GIRLS TO PERFORM

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
All Respondents	9
Community Leaders	8
All Parents	11
Anglo Parents	12
Mexican-American Parents	19
Mothers	14
Fathers	13

Once again, the subgroup "Community Leaders" rated the fewest behaviors as necessary and "Mexican-American Parents" rated the most behaviors as necessary. The wide range of differences in ratings given by parent subgroups is indicated by the lower number of behaviors listed by "All Parents" than by any parental subgroups.

Five of the behaviors considered necessary are listed under the subcategory "Selection of Housing." The most important ability for a girl to exhibit, however, is that of keeping the home clean and attractive (229). In cleaning and caring for furnishings, she should also be able to select and use correct cleaning equipment (226). She should know the kinds of things to consider in selecting housing (225 and 230), including location (224), and the advantages and disadvantages of renting and buying (209 and 228). She should be able to pick out appropriate appliances (208), and know how much to spend on housing needs (213).

A girl is not expected to know methods of financing homes or carry out any of the business arrangements connected with housing. She is not expected to repair appliances, plumbing, furniture or make other household repairs.

Figure 73

BEHAVIORS RATED AS NECESSARY FOR GIRLS TO PERFORM
IN THE CATEGORY OF HOUSING AND FURNISHINGS
BY THE TOTAL POPULATION OF RESPONDENTS

M.L. No.	Statement	Percentage
229	Keep the home clean and attractive.	94
230	Know the things to consider when selecting an apartment.	84

Figure 73
(continued)

M.L. No.	Statement	Percentage
213	Know what percentage of the budget should be used on housing needs.	84
208	Pick out the right kinds of large and small appliances considering what the needs of the family and its income are.	81
226	Select and use the right kind of cleaning equipment, materials and products.	81
209	Describe the differences in the responsibilities of being a renter and of being a home owner.	81
228	Compare the advantages and disadvantages of renting or buying housing.	80
225	Know the things that should be considered in selecting housing that will meet a family's needs and wants.	79
224	Know the things that should be considered when choosing the location of housing.	76

II. EXPECTATIONS FOR BOYS

Parents and community leaders responded that twelve of the behaviors listed under Housing and Furnishings were necessary for boys to perform. (See Figures 74 and 75.)

Boys are expected to perform all of the same behaviors girls are with the exception of choosing appropriate cleaning equipment (226). In addition, they are expected to be able to make minor home repairs (235). With the exception of appliances, it is not necessary for them to be able to select furnishings or arrange them.

Figure 74

NUMBER OF BEHAVIORS RATED AS NECESSARY FOR BOYS TO PERFORM

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
All Respondents	12
Community Leaders	12
All Parents	14
Anglo Parents	14
Mexican-American Parents	21
Mothers	15
Fathers	16

Figure 75

BEHAVIORS RATED AS NECESSARY FOR BOYS TO PERFORM IN THE CATEGORY OF HOUSING AND FURNISHINGS BY THE TOTAL POPULATION OF RESPONDENTS

M.L. No.	Statement	Percentage
213	Know what percentage of the budget should be used on housing needs.	84
228	Compare the advantages and disadvantages of renting or buying housing.	84
225	Know the things that should be considered in selecting housing that will meet a family's needs and wants.	83
209	Describe the differences in the responsibilities of being a renter and of being a home owner.	82

Figure 75
(continued)

M.L. No.	Statement	Percentage
224	Know the things that should be considered when choosing the location of housing.	81
208	Pick out the right kinds of large and small appliances considering what the needs of the family and its income are.	81
229	Keep the home clean and attractive.	80
218	Know and compare costs of various methods of financing a home such as FHA or VA loans.	80
230	Know the things to consider when selecting an apartment.	80
227	Know those things that influence the cost of housing including: design, construction, materials used, age of structure and condition of repair.	80
235	Make minor home repairs such as in plumbing, roofing, etc.	79
210	Explain the total monthly costs of various types of housing including: rental or mortgage payments; taxes; utilities; repairs; maintenance; depreciation and equity.	76

III. DIFFERENCES IN EXPECTATIONS FOR GIRLS AND BOYS

As reported above, the behaviors reported as necessary are nearly the same for boys and girls. Looking at the rating given all the statements (not just those rated "Necessary") in this category, there were some differences.

Anglo parents rated five statements more than 10% higher for boys than girls. Four of these had to do with making, caring for, and repairing furnishings (220; 231; 235; 237). The two statements rated more than 10% higher for girls were related to arranging furnishings (233; 236).

Mexican-American parents rated five statements more than 10% higher for boys than girls. Two have to do with selecting appropriate housing (211; 224). Two relate to making and repairing furnishings (231; 235). Three of the five statements rated higher for Mexican-American girls than boys were related to the selection of housing (216; 217; 230).

Mothers rated six statements higher for boys than girls by more than 10%. Of these, four relate to making, caring for, and repairing furnishings (220; 231; 235; 237). Five statements were rated as more important for girls. These had to do with arranging and cleaning of furnishings (219; 221; 229; 233; 236).

Fathers rated five statements higher for boys than girls by more than 10%. Three of these concern the ability to repair furniture, appliances, and other household furnishings (220; 235; 237). Two statements about arranging furniture were rated as more important for girls (233; 236).

Community leaders rated eight statements of behavior higher for boys than girls by more than 10%. Four of these concern the ability to repair furnishings (214; 220; 235; 237).

Two of them are concerned with financing housing (218; 227). All statements dealing with the arrangement of furnishings and accessories (219; 233; 236) were rated as more important for girls. This was also true on two statements related to cleaning and cleaning equipment (226; 229).

IV. DIFFERENCES IN EXPECTATIONS OF PARENTS AND COMMUNITY LEADERS

Parents and community leaders differed seldom in their ratings by a margin of over 10%. The greatest percentage difference in rating any statement was only 23%. Parents again tended to rate somewhat higher than did community leaders. They rated six statements higher than did community leaders in assessing their expectations for girls and five higher in assessing their expectations for boys. Community leaders rated one statement higher than did parents in reporting their expectations for girls and two statements higher for boys.

An analysis of the statements where differences occurred reveals little meaningful difference in expectations. (See Figure 76.)

The number of statements where differences occur is small; and they are scattered pretty evenly through the subcategories with no pattern or trend emerging.

Figure 76

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 10%)
BY EITHER PARENTS OR COMMUNITY LEADERS
IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Parents Higher		Community Leaders Higher	
Subcategory	Girl	Boy	Girl	Boy
Selection of Housing (10)	2	0	0	1
Cost of Housing (4)	1	0	0	0
Selection of Furnishings (6)	1	2	0	1
Care of Furnishings and Housing (7)	2	2	1	0
Arrangement of Furnishings (3)	0	1	0	0

V. DIFFERENCES IN EXPECTATIONS OF ANGLO PARENTS AND MEXICAN-AMERICAN PARENTS

While these two subgroups differed much more frequently in their ratings than did "All Parents" and "Community Leaders," nearly the same conclusions can be drawn. Mexican-American parents rated most of the statements under Housing and Furnishings higher than did Anglo parents in all of the five subcategories and particularly in "Selection of Housing." (See Figure 77.) Anglos rated higher than Mexican-Americans by more than 10% three times--twice for girls, and once for boys. Mexican-American parents rated higher than Anglo parents by more than 10% twenty-five times--fourteen times for girls and eleven times for boys.

Figure 77

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 10%)
BY EITHER ANGLO PARENTS OR MEXICAN-AMERICAN PARENTS
IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Anglos Higher		Mexican-Americans Higher	
Subcategory	Girl	Boy	Girl	Boy
Selection of Housing (10)	0	0	6	5
Cost of Housing (4)	1	0	1	1
Selection of Furnishings (6)	0	0	3	2
Care of Furnishings and Housing (7)	0	1	3	2
Arrangement of Furnishings (3)	1	0	1	1

VI. DIFFERENCES IN EXPECTATIONS OF MOTHERS AND FATHERS

These subgroups did not differ frequently or by large percentage differences. Mothers rated five statements of behavior for girls higher than did fathers; and, fathers rated five statements higher than did mothers. For boys, mothers only rated one statement higher than did fathers, while fathers rated six statements higher than did mothers.

An analysis of those statements where differences occur reveals that the two subgroups agreed on the importance of statements grouped under "Arrangement of Furnishings" and disagreed mildly in all other subcategories. Fathers evidenced more concern that both boys and girls know how to repair and care for furnishings. (See Figure 78.)

Figure 78

NUMBER OF STATEMENTS IN EACH SUBCATEGORY RATED HIGHER (BY MORE THAN 10%) BY EITHER MOTHERS OR FATHERS IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Mothers Higher		Fathers Higher	
Subcategory	Girl	Boy	Girl	Boy
Selection of Housing (10)	2	0	2	2
Cost of Housing (4)	1	1	0	0
Selection of Furnishings (6)	1	0	1	1
Care of Furnishings and Housing (7)	1	0	2	3
Arrangement of Furnishings (3)	0	0	0	0

VII. PRESENT CAPABILITIES OF GIRLS

According to their parents, none of the statements listed under Housing and Furnishings are now being practiced acceptably by 75% or more of the girls at Valley High School. (See Figure 79.) All of the statements rated as necessary for girls to perform are being practiced acceptably by some girls at Valley High School, but none are practiced by more than 71%. Only nine of the thirty statements of behavior are practiced by 50% or more of the girls at Valley.

Figure 79

NUMBER OF BEHAVIORS REPORTED TO BE WITHIN THE CAPABILITY OF 75% OR MORE OF THE GIRLS AT VALLEY HIGH SCHOOL

Respondent Group	No. of Statements Receiving 75% or Above
All Parents	0
Anglo Parents	0
Mexican-American Parents	5*
Mothers	3
Fathers	4

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* Responses for only eighteen of the statements from this subgroup.

Few girls are reported as being capable of repairing small appliances and performing other home repair jobs (220; 235). Not many are rated by their parents as knowing about the various costs and methods of financing homes (218); building furniture (231); and, using classified ads to determine available housing (234). Highest ratings of capability are given to those behaviors involved in cleaning housing and furnishings (221; 226; 229).

VIII. PRESENT CAPABILITIES OF BOYS

Only two statements of behavior listed under Housing and Furnishings are now practiced acceptably by 75% or more of the boys at Valley High School. (See Figure 80.)

Those behaviors are:

> "Clean and care for furniture and cleaning equipment" (221).
>
> "Keep the home clean and attractive" (229).

The second behavior is one of the twelve behaviors considered as necessary for boys to perform.

Figure 80

NUMBER OF BEHAVIORS REPORTED TO BE WITHIN THE CAPABILITY OF 75% OR MORE OF THE BOYS AT VALLEY HIGH SCHOOL

Respondent Group	No. of Statements Receiving 75% or Above
All Parents	2
Anglo Parents	2
Mexican-American Parents	9
Mothers	4
Fathers	2

Eleven of the thirty statements of behavior are practiced acceptably by 50% or more of the boys at Valley High School. Four of these eleven come from the six statements listed under "Selection of Furnishings." Three come from the seven statements listed under "Care of Furnishings and Housing."

The behaviors now practiced by the fewest boys at Valley are concerned with selecting and furnishing of housing and the legal restrictions involved in so doing (210; 211; 217; 218).

IX. DIFFERENCES IN CAPABILITY PERCEPTION BETWEEN ANGLO PARENTS AND MEXICAN-AMERICAN PARENTS

Mexican-American parents more frequently rated their children as capable of performing the behaviors listed under Housing and Furnishings than did Anglo parents. Eleven of the eighteen statements of behavior are now being practiced by at least 20% or more Mexican-American girls than Anglo girls at Valley. Only three behaviors are practiced acceptably by at least 20% more Anglo girls than Mexican-American girls. (See Figure 81.)

Figure 81

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 20%)
BY EITHER ANGLO PARENTS OR MEXICAN-AMERICAN PARENTS
IN REPORTING THEIR CHILDREN'S CAPABILITIES

	Anglos Higher		Mexican-Americans Higher	
Subcategory	Girl*	Boy	Girl*	Boy
Selection of Housing (10)	1	1	2	5
Cost of Housing (4)	0	0	3	2
Selection of Furnishings (6)	0	1	2	3
Care of Furnishings and Housing (7)	2	0	3	2
Arrangement of Furnishings (3)	0	1	1	1

* Girls are compared on only eighteen statements.

Thirteen of the thirty behaviors are practiced acceptably by at least 20% more Mexican-American boys at Valley than Anglo boys. Three behaviors are practiced acceptably by at least 20% more Anglo boys than Mexican-American boys.

An analysis of those statements where differences occur reveals no particular pattern. In all subcategories, Mexican-American parents consider their children more capable than do Anglo parents. On two statements of behavior, all Mexican-American parents interviewed responded that their daughters were now performing capably and none of the Anglo parents did. Those statements are:

> "Know and compare costs of various methods of financing a home ... " (218).
>
> "Care for and repair small appliances" (220).

X. DIFFERENCES IN CAPABILITY PERCEPTION BETWEEN MOTHERS AND FATHERS

Mothers and fathers differed twenty times in assessing the capabilities of their daughters and fifteen times in assessing the capabilties of their sons. Mothers more frequently reported their sons as capable; fathers slightly more frequently reported their daughters as capable.

Analysis of those statements where differences occurred reveals that there was no agreement between the subgroups in any category. (See Figure 82.) Mothers view their sons' ability to care for, clean, and repair furnishings in the home more favorably than do their fathers.

Figure 82

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 20%)
BY EITHER MOTHERS OR FATHERS
IN REPORTING THEIR CHILDREN'S CAPABILITIES

	Mothers Higher		Fathers Higher	
Subcategory	Girl	Boy	Girl	Boy
Selection of Housing (10)	3	2	4	2
Cost of Housing (4)	1	1	2	0
Selection of Furnishings (6)	3	2	1	1
Care of Furnishings and Housing (7)	2	5	2	0
Arrangement of Furnishings (3)	0	2	2	0

XI. SUMMARY

Around one-third of the behaviors listed in this category are considered necessary for boys and girls to perform. Girls are expected to perform well in cleaning and caring for the home. They should also be aware of the many things to be considered in selecting appropriate housing. These things are also important for boys. In addition, boys should be able to handle the financial and business arrangement of purchasing or renting a house. They should be able to make repairs on appliances, furnishings, and the structure itself.

There were very little differences in expectations between subgroups. Mexican-American parents saw more behaviors as important than did Anglo parents. Mothers were somewhat more concerned than fathers that girls learn how to handle the financial matters. Fathers responded with more expectation than did mothers in the area of caring for and repairing furnishings.

The highest percentage of girls at Valley now capable of any behavior on this list is 71%. Only nine of the behaviors are practiced by 50% or more of the girls. Most of the nine behaviors have to do with cleaning and caring for furnishings. Few of the behaviors are practiced acceptably by most of the boys at Valley either. They, too, do their best in the area of cleaning and caring for furnishings.

Parents indicated that Mexican-American students are more capable than Anglo girls and boys. Fathers view their daughters as more capable than do mothers. The reverse is true for their sons.

REPORT OF FINDINGS

in

FOOD AND NUTRITION

HOME AND COMMUNITY MASTER LIST

FOOD AND NUTRITION

M.L. # Q. #

Questionnaire I

238 -- 41. Follow safety rules in buying food, preparing it and serving it.

239 -- 42. Set tables correctly.

240 -- 43. Read and follow a recipe.

241 -- 44. Tell the difference between those foods that make you healthy and improve your appearance and those that are harmful.

242 -- 45. Compare home cooked foods with that of eating in a restaurant in terms of quality of food, the cost and the time and energy spent in preparation.

243 -- 46. Know the difference in cost, flavor and preparation time between canned, dried, frozen, fresh and instant foods.

Questionnaire II

244 -- 40. Know the types of kitchen equipment and how to use them.

245 -- 41. Select a well-balanced daily diet including food from the "basic four" food groups.

246 -- 42. Select food considering such things as quality, cost, care and preparation.

247 -- 43. Read a menu and place an order for a meal.

248 -- 44. Identify how one's present diet makes a difference in future health and appearance.

249 -- 45. Choose foods from the "basic four" food groups which aid in weight gain or loss.

250 -- 46. Know the nutritional needs of family members according to their age, sex, activity and health problems.

M.L. # Q. #

Questionnaire III

251 -- 40. Perform routine cleaning chores in the kitchen and eating area.

252 -- 41. Know how working mothers influence the kinds of food prepared and money spent for food.

253 -- 42. Prepare low cost meals.

254 -- 43. Understand abbreviations commonly used in recipes and cookbooks.

255 -- 44. Be able to store foods properly to prevent spoilage.

256 -- 45. Read and follow directions on packaged foods.

257 -- 46. Prepare a grocery list and be courteous to store workers while shopping.

Questionnaire IV

258 -- 41. Plan and prepare a well-balanced breakfast, lunch and dinner.

259 -- 42. Use correct methods of measuring and be able to increase and decrease the quantities in a recipe.

260 -- 43. Know some inexpensive foods that provide well-balanced and nutritional meals.

261 -- 44. Know and practice standards of cleanliness in the cooking and eating areas.

262 -- 45. Compare services, cost, and goods that are provided by various types of eating places in the community such as: drive-ins, food stands, small restaurants, cafeterias, expensive restaurants.

263 -- 46. Plan and prepare meals that consider individual family members needs, likes and dislikes.

Questionnaire V

264 -- 40. Compare prices at different stores.

265 -- 41. Know what foods can be bought in large quantities to cut costs.

M.L. # Q. #

Questionnaire V
(continued)

266 -- 42. Tell the difference between facts, fads and fallacies about foods.

267 -- 43. Compare the cost of advertised food specials with the regular cost of the item.

268 -- 44. Know what percentage of the budget should be spent on food needs.

269 -- 45. Use sanitation practices in handling foods.

270 -- 46. Change the way foods are cooked from meal to meal.

Questionnaire VI

271 -- 41. Prepare quick meals.

272 -- 42. Use advertisements when planning what kind of food to buy.

273 -- 43. Use left-over foods to lower the cost of meals.

274 -- 44. Prepare meals using food from the "surplus" food programs.

275 -- 45. Use and care for stoves and refrigerators.

276 -- 46. Practice acceptable manners when eating out.

Figure 83

STATEMENTS LISTED UNDER FOOD AND NUTRITION GROUPED INTO SUBCATEGORIES (BY MASTER LIST NUMBERS)

Subcategory	Master List Numbers
Nutritional Practices (6)	241; 245; 248; 249; 250; 266
Shopping Practices (7)	246; 257; 264; 265; 267; 268; 272
Safety and Hygienic Practices (6)	238; 251; 255; 261; 269; 275
General Cooking Practices (12)	239; 240; 243; 244; 252; 254; 256; 258; 259; 263; 270; 271
Economical Cooking Practices (4)	253; 260; 273; 274
Dining Out Practices (4)	242; 247; 262; 276

TOTAL PERCENTAGE RATINGS FOR ALL ITEMS IN FOOD AND NUTRITION - Figure 84
FORM F

	EXPECTATIONS														CAPABILITIES									
M.L.	Anglo		Mex/Amer		Mothers		Fathers		Parents		Comm. Ldrs.		Total Resp.		Anglo		Mex/Amer		Mothers		Fathers		All Parents	
No.	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G*	B	G	B	G	B	G	B
238.	91	85	95	95	94	91	89	84	92	88	97	67	94	80	80	50	75	80	83	73	66	33	78	59
239.	80	68	95	89	88	82	78	62	85	75	78	56	82	67	80	50	100	60	83	73	100	17	89	53
240.	82	71	100	78	94	80	78	62	88	73	92	64	90	69	100	58	100	80	100	82	100	33	100	65
241.	94	88	95	84	98	88	89	84	94	87	94	86	94	86	80	42	50	60	50	64	100	17	67	47
242.	80	68	89	78	82	74	84	67	82	71	72	69	78	70	60	33	50	60	33	45	100	33	56	41
243.	71	56	84	78	77	68	73	56	75	63	78	50	76	58	40	17	50	60	17	45	100	00	44	29
244.	96	76	92	75	91	68	100	90	94	79	87	67	92	73	100	77	00	75	83	73	75	83	80	76
245.	91	82	92	75	85	71	100	96	91	82	90	64	90	74	87	46	100	50	83	45	100	50	90	47
246.	91	69	92	64	88	69	96	90	91	73	84	71	88	70	75	23	100	50	83	27	75	33	80	29
247.	84	82	92	64	82	74	90	90	85	80	80	87	83	82	100	85	100	75	100	73	100	100	100	82
248.	62	84	84	66	53	74	90	90	67	80	90	84	75	81	63	85	100	50	66	82	75	66	70	76
249.	84	76	92	66	80	65	96	96	85	79	84	77	85	78	50	62	50	50	50	64	50	50	50	59
250.	76	62	92	90	74	53	90	86	80	67	80	67	80	65	63	23	50	75	50	27	50	50	60	35
251.	91	74	90	80	91	77	89	73	90	75	92	59	91	70	100	77	100	100	100	82	100	83	100	82
252.	86	76	80	70	88	77	78	73	85	75	80	63	83	71	75	46	100	50	66	36	100	66	78	47
253.	79	69	100	90	82	74	84	73	82	73	84	55	83	67	75	54	100	50	66	45	100	66	78	53
254.	57	55	100	90	56	65	84	56	65	62	88	50	72	58	50	23	100	25	33	18	100	33	56	24
255.	91	82	90	80	94	85	84	73	90	81	97	63	92	75	75	38	100	75	66	36	100	66	78	47
256.	91	84	70	60	85	80	89	78	87	79	84	67	86	75	87	77	100	75	83	82	100	66	89	76
257.	88	82	80	70	85	77	89	84	87	79	80	67	84	75	100	77	100	50	100	64	100	83	100	71
258.	88	76	87	87	97	82	69	69	88	77	97	59	91	71	71	54	—	50	80	45	50	66	71	53
259.	80	65	87	75	86	67	82	63	81	65	88	59	83	63	86	46	—	50	100	36	50	66	86	47
260.	78	68	87	87	78	73	82	69	79	71	92	63	83	68	71	46	—	50	100	45	00	50	71	47
261.	100	95	100	100	100	100	100	88	100	96	100	80	100	91	100	77	—	100	100	82	100	83	100	82
262.	68	73	87	87	76	76	63	75	71	75	63	63	68	71	71	69	—	100	100	82	00	66	71	76
263.	65	65	87	63	67	67	75	63	69	65	76	46	71	58	86	54	—	75	100	55	50	66	86	59
264.	90	77	75	63	81	69	100	84	87	74	88	73	87	73	50	78	100	33	40	63	100	75	57	67
265.	87	71	87	75	81	69	100	75	89	71	91	67	90	69	50	67	00	00	40	50	50	50	43	50
266.	90	84	75	75	85	81	92	84	87	81	85	76	86	79	50	67	100	00	40	38	100	75	57	50
267.	71	60	63	63	69	66	66	50	68	61	82	60	74	60	66	56	100	00	60	38	100	50	71	42
268.	87	80	63	63	81	39	84	75	81	76	78	73	80	74	66	67	00	33	60	50	50	75	57	58
269.	94	90	75	75	92	89	84	84	89	87	100	85	94	86	83	89	00	66	80	87	50	75	71	83

*A dash in this column indicates that no Mexican-American parent with a daughter at Valley High School responded to this question.

Figure 84 (Continued)
FORM F

	EXPECTATIONS														CAPABILITIES									
M.L.	Anglo		Mex/Amer		Mothers		Fathers		Parents		Comm. Ldrs.		Total Resp.		Anglo		Mex/Amer		Mothers		Fathers		All Parents	
No.	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G*	B	G	B	G	B	G	B
270.	84	80	75	75	81	77	84	84	81	79	78	60	80	70	83	89	00	33	80	75	50	75	71	75
271.	90	72	60	40	78	54	88	63	81	63	87	66	84	64	100	75	--	75	100	86	100	60	100	75
272.	83	65	60	50	73	42	82	75	76	61	84	63	80	62	50	38	--	50	66	71	33	00	50	42
273.	72	61	50	50	64	46	69	63	66	58	79	61	72	59	50	25	--	50	33	57	66	00	50	33
274.	68	57	30	40	55	42	63	56	58	53	68	58	63	55	33	13	--	25	33	29	33	00	33	17
275.	90	76	60	60	78	54	88	82	81	71	84	61	83	66	83	50	--	25	66	71	100	00	83	42
276.	100	93	70	60	87	74	100	82	92	84	84	81	88	83	100	75	--	75	100	86	100	60	100	75

*A dash in this column indicates that no Mexican-American parent with a daughter at Valley High School responded to this question.

I. EXPECTATIONS FOR GIRLS

There are thirty-nine statements of behavior listed under Food and Nutrition on the master list of Home and Community Behavioral Expectations. Thirty-three of these behaviors are considered necessary for girls to perform according to the responses of the total population of respondents (see Figures 85 and 86).

Figure 85

NUMBER OF BEHAVIORS RATED AS NECESSARY FOR GIRLS TO PERFORM

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
Total Respondents	33
Community Leaders	36
All Parents	32
Anglo Parents	31
Mexican-American Parents	30
Mothers	31
Fathers	33

Analysis of the behaviors receiving the highest percentages reveals that they are predominantly from the subcategory "Safety and Hygienic Practices." Those receiving lowest percentages are from the subcategories of "Economical Cooking Practices" and "Dining Out Practices."

The only statement rated as necessary by the total population of respondents is: "Know and practice standards of cleanliness in the cooking and eating areas" (261).

Figure 86

BEHAVIORS RATED AS NECESSARY FOR GIRLS TO PERFORM
IN THE CATEGORY OF FOOD AND NUTRITION
BY THE TOTAL POPULATION OF RESPONDENTS

M.L. No.	Statement	Percentage
261	Know and practice standards of cleanliness in the cooking and eating areas.	100
241	Tell the difference between those foods that make you healthy and improve your appearance and those that are harmful.	94
269	Use sanitation practices in handling foods.	94
238	Follow safety rules in buying food, preparing it and serving it.	94
255	Be able to store foods properly to prevent spoilage.	92
244	Know the types of kitchen equipment and how to use them.	92
251	Perform routine cleaning chores in the kitchen and eating area.	91
258	Plan and prepare a well-balanced breakfast, lunch and dinner.	91
245	Select a well-balanced daily diet including food from the "basic four" food groups.	90
265	Know what foods can be bought in large quantities to cut costs.	90
240	Read and follow a recipe.	90
276	Practice acceptable manners when eating out.	88

Figure 86
(continued)

M.L. No.	Statement	Percentage
246	Select food considering such things as quality, cost, care and preparation.	88
264	Compare prices at different stores.	87
266	Tell the difference between facts, fads and fallacies about foods.	86
256	Read and follow directions on packaged foods.	86
249	Choose foods from the "basic four" food groups which aid in weight gain or loss.	85
271	Prepare quick meals.	84
257	Prepare a grocery list and be courteous to store workers while shopping.	84
260	Know some inexpensive foods that provide well-balanced and nutritional meals.	83
259	Use correct methods of measuring and be able to increase and decrease the quantities in a recipe.	83
275	Use and care for stoves and refrigerators.	83
253	Prepare low cost meals.	83
252	Know how working mothers influence the kinds of food prepared and money spent for food.	83
247	Read a menu and place an order for a meal.	83
239	Set tables correctly.	82
270	Change the way foods are cooked from meal to meal.	80
272	Use advertisements when planning what kind of food to buy.	80
268	Know what percentage of the budget should be spent on food needs.	80
250	Know the nutritional needs of family members according to their age, sex, activity and health problems.	80

Figure 86
(continued)

M.L. No.	Statement	Percentage
242	Compare home cooked foods with that of eating in a restaurant in terms of quality of food, the cost and the time and energy spent in preparation.	78
243	Know the difference in cost, flavor and preparation time between canned, dried, frozen, fresh and instant foods.	76
248	Identify how one's present diet makes a difference in future health and appearance.	75

II. EXPECTATIONS FOR BOYS

Only twelve behaviors under Food and Nutrition are considered necessary for boys to perform (see Figures 87 and 88).

Figure 87

NUMBER OF BEHAVIORS RATED AS NECESSARY FOR BOYS TO PERFORM

Respondent Group	No. of Statements Rated "Necessary" (75% or Above)
Total Respondents	12
Community Leaders	8
All Parents	21
Anglo Parents	20
Mexican-American Parents	22
Mothers	15
Fathers	22

While there is a great disparity between the community leaders and the parents in their perception of how many of these behaviors are necessary, there is complete agreement between them on what types of behaviors are most important. Community leaders rated six statements over 80%. Two are listed in the subcategory "Safety and Hygienic Practices;" two are listed under "Nutritional Practices;" and, two are listed in "Dining Out Practices." Parents rated ten statements 80% or more. All ten fall fairly evenly into these same three categories. When the responses of these two subgroups are computed together three statements are in the subcategory of "Safety and Hygienic Practices;" two are in "Nutritional Practices;" and, two are in "Dining Out Practices."

The most important behavior for boys to observe is the same as for girls; though it received a 91% for boys as opposed to the 100% for girls.

> "Know and practice standards of cleanliness in the cooking and eating areas" (261).

Figure 88

BEHAVIORS RATED AS NECESSARY FOR BOYS TO PERFORM
IN THE CATEGORY OF FOOD AND NUTRITION
BY THE TOTAL POPULATION OF RESPONDENTS

M.L. No.	Statement	Percentage
261	Know and practice standards of cleanliness in the cooking and eating areas.	91
241	Tell the difference between those foods that make you healthy and improve your appearance and those that are harmful.	86

Figure 88
(continued)

M.L. No.	Statement	Percentage
269	Use sanitation practices in handling foods.	86
276	Practice acceptable manners when eating out.	83
247	Read a menu and place an order for a meal.	82
248	Identify how one's present diet makes a difference in future health and appearance.	81
238	Follow safety rules in buying food, preparing it and serving it.	80
266	Tell the difference between facts, fads and fallacies about foods.	79
249	Choose foods from the "basic four" food groups which aid in weight gain or loss.	78
255	Be able to store foods properly to prevent spoilage.	75
256	Read and follow directions on packaged foods.	75
257	Prepare a grocery list and be courteous to store workers while shopping.	75

III. DIFFERENCES IN EXPECTATIONS FOR GIRLS AND BOYS

The kinds of behaviors involved in managing the food and nutritional needs of the family are largely a feminine concern according to the parents and community leaders. This is considerably more the perception of community leaders than it is of parents, however.

Anglo parents rated eighteen of the thirty statements of behavior higher for girls than boys by more than 10% and only one statement higher for boys than girls. It is interesting to note, however, that the largest percentage difference is 22% and that twelve of the eighteeen behaviors in which girls are rated higher deal with shopping for food and cooking it.

Mexican-American parents rated fourteen behaviors higher for girls and none higher for boys by more than 10%. The largest percentage difference is again relatively small at 28%. Eight of the fourteen behaviors are concerned with shopping and preparing food. Four are concerned with sound nutritional practices.

Mothers rated nineteen behaviors higher for girls than boys and one higher for boys than girls. Eleven of the nineteen behaviors rated more than 10% higher for girls are concerned with shopping and cooking.

Fathers rated one behavior higher for boys by more than 10% and eighteen statements of behavior higher for girls. Eight of the eighteen behaviors are listed under "General Cooking Practices." Three of the four statements listed under "Dining Out Practices" are among the eighteen.

Community leaders rated twenty-nine of the thirty-nine behaviors more than 10% higher for girls than boys and none higher by more than 10% for boys over girls. These twenty-nine are spread throughout the subcategories. This subgroup's responses are similar to the others, however, in rating those statements related to cooking practices higher for girls than boys by the largest percentage differences.

IV. DIFFERENCES IN EXPECTATIONS OF PARENTS AND COMMUNITY LEADERS

Parents rated seventeen statements expressing expectations for boys more than 10% higher than did community leaders. They rated no statement expressing expectations for girls higher than did community leaders by that same margin. On the other hand, community leaders rated no statement expressing expectations for boys more than 10% higher than did parents and rated six statements higher than did parents in expressing expectations for girls.

Analysis of the statements where differences appear indicate first of all that parents have higher expectations for boys in all of the subcategories than do community leaders (see Figure 89).

Figure 89

NUMBER OF STATEMENTS IN EACH SUBCATEGORY RATED HIGHER (BY MORE THAN 10%) BY EITHER PARENTS OR COMMUNITY LEADERS IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Parents Higher		Community Leaders Higher	
Subcategory	Girl	Boy	Girl	Boy
Nutritional Practices (6)	0	1	1	0
Shopping Practices (7)	0	1	1	0
Safety and Hygienic Practices (6)	0	4	1	0
General Cooking Practices (12)	0	9	1	0
Economical Cooking Practices (4)	0	1	2	0
Dining Out Practices (4)	0	1	0	0

However, it is in the subcategories of "General Cooking Practices" and "Safety and Hygienic Practices" that the great majority of those statements are clustered.

While the subgroups differed frequently, they did not differ by large percentages. The greatest difference was 23% and all but three were between 11% and 20%.

V. DIFFERENCES IN EXPECTATIONS OF ANGLO PARENTS AND MEXICAN-AMERICAN PARENTS

Anglo parents have higher expectations for boys and girls in the area of food and nutrition than do Mexican-American parents. Anglo parents rated eleven statements higher than did Mexican-American parents in assessing their expectations for girls and they rated thirteen higher in reporting their expectations for boys. Mexican-American parents rated nine statements higher than did Anglo parents in assessing their expectations for girls and they rated eight higher in reporting their expectations for boys.

Analysis of those statements where differences occurred reveals that Anglo parents have higher expectations for boys and girls in most subcategories but particularly in "Shopping Practices" and "Safety and Hygienic Practices." (See Figure 90.) Mexican-American parents rate higher statements listed under "General Cooking Practices."

A closer look at the statements rated higher by one group or the other reveals a slight trend or pattern not obvious from the subcategory titles. Anglo parents rated higher most statements dealing with the financial management of food: comparing prices when shopping (264); knowing how much of the budget should be spent on food (268); using advertisement to select food (272); using leftover foods to lower costs (273); and, preparing food from the "surplus" food programs (274).

Figure 90

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 10%)
BY EITHER ANGLO PARENTS OR MEXICAN-AMERICAN PARENTS
IN REPORTING THEIR EXPECTATIONS FOR BOYS AND GIRLS

	Anglos Higher		Mexican-Americans Higher	
Subcategory	Girl	Boy	Girl	Boy
Nutritional Practices (6)	1	1	2	1
Shopping Practices (7)	3	4	0	0
Safety and Hygienic Practices (6)	2	2	0	0
General Cooking Practices (12)	2	2	5	4
Economical Cooking Practices (4)	2	2	1	2
Dining Out Practices (4)	1	2	1	1

Mexican-American parents rated higher statements dealing with actual food preparation: reading and using recipes (240); knowing the differences between food prepared in various ways (243); preparing low cost, pleasing and well-balanced meals (253; 258; 260; 263); and, understanding recipe abbreviations (254).

VI. DIFFERENCES IN EXPECTATIONS OF MOTHERS AND FATHERS

Fathers tend to have higher expectations for boys and girls in the area of food and nutrition than do mothers. More statements were rated above 75% by fathers than by mothers. Fathers rated eight statements more than 10% higher than mothers did in reporting their expectations for girls. They rated thirteen statements of expectations for boys higher than did mothers by that same margin. Mothers rated three statements of expectations for girls and seven statements of expectations for boys higher than did fathers.

Analysis of those statements where differences occur reveals that fathers marked four of the six statements listed under "Nutritional Practices" higher than did mothers. (See Figure 91.) Mothers rated none higher than did fathers in

Figure 91

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 10%)
BY EITHER MOTHERS OR FATHERS
IN REPORTING THEIR EXPECTATIONS FOR GIRLS AND BOYS

	Mothers Higher		Fathers Higher	
Subcategory	Girl	Boy	Girl	Boy
Nutritional Practices (6)	0	0	4	4
Shopping Practices (7)	0	1	2	4
Safety and Hygienic Practices (6)	0	2	0	1
General Cooking Practices (12)	2	4	1	1
Economical Cooking Practices (4)	0	0	0	2
Dining Out Practices (4)	1	0	1	1

that subcategory. Fathers also showed more concern for boys and girls learning sound shopping practices than did mothers. Mothers, on the other hand, were somewhat more concerned than fathers that boys and girls learn to cook and prepare foods.

VII. PRESENT CAPABILITIES OF GIRLS

About one-half of the behaviors in this category are now being performed acceptably by 75% or more of the girls at Valley High. (See Figure 92.) Of the thirty-three behaviors indicated as being necessary for girls to perform, eighteen are now being performed acceptably by 75% or more of the female Valley students.

Figure 92

NUMBER OF BEHAVIORS REPORTED TO BE WITHIN THE CAPABILITY OF 75% OR MORE OF THE GIRLS AT VALLEY HIGH SCHOOL

Respondent Group	No. of Statements Receiving 75% or Above
All Parents	19
Anglo Parents	22
Mexican-American Parents	17*
Mothers	20
Fathers	24

*Responses for only twenty-seven of the statements from this subgroup.

All of the girls at Valley High School are capable of performing the following behaviors according to their parents.

> "Prepare a grocery list and be courteous to store workers while shopping" (257).
>
> "Know and practice standards of cleanliness in the cooking and eating areas" (261).
>
> "Perform routine cleaning chores in the kitchen and eating area" (251).
>
> "Read and follow a recipe" (240).
>
> "Prepare quick meals" (271).
>
> "Practice acceptable manners when eating out" (276).
>
> "Read a menu and place an order for a meal" (247).

Seventy-five percent (75%) or more of the girls at Valley are now performing five of the six behaviors listed under "Safety and Hygienic Practices." Most of the girls are also capable of performing at least one-half of the behaviors listed under "General Cooking Practices" and "Dining Out Practices." The behaviors listed under "Nutritional Practices," "Shopping Practices" and "Economical Cooking Practices" are not practiced acceptably by very many of the girls at Valley High School.

VIII. PRESENT CAPABILITIES OF BOYS

Seventy-five percent (75%) or more of the boys at Valley High School are now performing acceptably eleven of the thirty-nine behaviors listed under Food and Nutrition (see Figure 93).

Figure 93

NUMBER OF BEHAVIORS REPORTED TO BE WITHIN THE CAPABILITY OF 75% OR MORE OF THE BOYS AT VALLEY HIGH SCHOOL

Respondent Group	No. of Statements Receiving 75% or Above
All Parents	11
Anglo Parents	12
Mexican-American Parents	13
Mothers	10
Fathers	10

Of the twelve behaviors indicated as necessary for them to perform, six are now being practiced acceptably by 75% or more of the boys at Valley High School

Three of the four behaviors listed under "Dining Out Practices" and three of the six listed under "Safety and Hygienic Practices" are now practiced acceptably by 75% or more of the boys at Valley. Most of the behaviors listed under the other four subcategories are practiced acceptably by about one-half of the boys at Valley High School.

IX. DIFFERENCES IN CAPABILITY PERCEPTION BETWEEN ANGLO PARENTS AND MEXICAN-AMERICAN PARENTS

Anglo and Mexican-American parents differed sixteen times on their evaluation of the capabilities of their daughters by a margin of over 20%. On six statements, Anglos rated higher and on ten statements Mexican-Americans rated higher. They differed twenty-three times in evaluating their sons' capabilities with Anglo parents rating ten statements higher and Mexican-American parents rating thirteen higher.

The statements where differences of over 20% occur are scattered pretty well throughout the subcategories. (See Figure 94.) They are so distributed for girls that no discernible pattern can be ascertained. For the boys, however, there are some groupings worth noting. Five of the seven statements listed under "Shopping Practices" are rated higher

Figure 94

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 20%)
BY EITHER ANGLO PARENTS OR MEXICAN-AMERICAN PARENTS
IN REPORTING THEIR CHILDREN'S CAPABILITIES

	Anglos Higher		Mexican-Americans Higher	
Subcategory	Girl*	Boy	Girl*	Boy
Nutritional Practices (6)	1	2	2	2
Shopping Practices (7)	2	5	3	1
Safety and Hygienic Practices (6)	1	2	1	4
General Cooking Practices (12)	2	1	3	3
Economical Cooking Practices (4)	0	0	1	1
Dining Out Practices (4)	0	0	0	2

*Girls are compared on only twenty-seven statements.

by Anglo parents than by Mexican-American parents. Four of the six statements under "Safety and Hygienic Practices" are rated higher by Mexican-American parents than by Anglo parents.

X. DIFFERENCES IN CAPABILITY PERCEPTION BETWEEN MOTHERS AND FATHERS

Mothers and fathers differed twenty times in evaluating the capabilities of their children by a percentage of over 20%. They differed in every subcategory with each subgroup rating some higher than the other (see Figure 95). No discernible pattern is evidenced.

In evaluating their daughters all of the mothers responded that their daughters are capable of identifying inexpensive nutritious foods (260) and of identifying services, costs, and goods of various eating places (262). None of the fathers thought their daughters could do this acceptably.

Figure 95

NUMBER OF STATEMENTS IN EACH SUBCATEGORY
RATED HIGHER (BY MORE THAN 20%)
BY EITHER MOTHERS OR FATHERS
IN REPORTING THEIR CHILDREN'S CAPABILITIES

	Mothers Higher		Fathers Higher	
Subcategory	Girl	Boy	Girl	Boy
Nutritional Practices (6)	0	1	2	2
Shopping Practices (7)	1	1	2	1
Safety and Hygienic Practices (6)	1	2	2	1
General Cooking Practices (12)	4	4	3	3
Economical Cooking Practices (4)	1	2	2	1
Dining Out Practices (4)	1	1	1	1

XI. SUMMARY

Most of the behaviors listed in this category are necessary for girls to perform. Only about one-half are necessary for boys. The ability to use safe and hygienic practices in buying, preparing, and serving food is most important for both sexes. Most of the behaviors involved in selecting and preparing food are considered to be important for girls but not for boys. This was more true, however, with community leaders than with parents.

Parents rated many behaviors higher than did community leaders in assessing their expectations for boys. Anglo parents rated statements dealing with the financial management of food selection and preparation higher than did Mexican-American parents. Mexican-American parents rated higher behaviors necessary for food preparation. Fathers rated behaviors concerned with sound nutritional practices higher than did mothers. Mothers rated higher those statements related to food preparation.

About one-half of the behaviors listed in this category are now performed acceptably by 75% or more of the girls at Valley High School. Of the behaviors now being practiced acceptably by most of the girls, most are in the subcategories of "Safety and Hygienic Practices" and "General Cooking Practices."

Less than one-third of the behaviors are now being practiced by 75% or more of the boys at Valley High. Most of these behaviors come from the subcategories of "Safety and Hygienic Practices" and "Dining Out Practices."

Anglo boys are better at practicing sound shopping techniques then are Mexican-American boys. Mexican-American boys are better than Anglo boys at utilizing safety and hygienic practices. More fathers perceive their daughters as capable than do mothers. The reverse is true for their sons.

REPORT OF FINDINGS

COMMENTS

Upon completion of the questionnaire, respondents were asked if they had any additional comments they would like to make. No attempt was made to structure what type of comment they might make. Some of the respondents wrote their responses themselves, others dictated it to the interviewer. Out of 230 respondents, 108 made some comment.

The range of subjects discussed in these comments was extensive. They were, however, categorized generally into these headings: _Things the School Should Teach_; _Ways to Improve Education_; _Ways to Improve Valley High School_; _Ways to Improve the La Puente Area_; and, _Critique of the Questionnaire_.

Most of the comments from parents were specifically about courses that should be offered and ways Valley High School should be improved. Members of the community were, understandably, more concerned with education in general and the needs of La Puente to be a viable community. In this matter, the most frequently mentioned concern was for adequate recreational facilities for all ages and, particularly, the teenagers.

The comments about the structure of the questionnaire itself were covered in the "Review of Procedures" chapter. (See p. 27, supra.)

The most significant finding in studying the comments was the degree of agreement that the schools should be concerned with more than the "3 R's." Nine people indicated that Valley High School should have more recreational activities, field trips, etc. Five indicated a need for a "work-experience" program. Twelve responded that the kinds of things included on the questionnaire should definitely be taught in the public schools. (Several qualified this with the statement that the homes should also accept more responsibility in these areas.) Out of fifty suggested skills, knowledges or courses the school should offer, only three could be classified as "academic" subjects.

The subjects that were mentioned most frequently as important for schools to teach were in the areas of home economics (including consumer eduation), character development, and sports (see Figure 96).

In addition to the three people who said that more courses of an academic nature should be included, five other respondents said that the school should stick to the business of teaching the 3 R's and leave the other areas to the parents and the church.

Ten respondents requested stricter discipline at Valley. Five others asked for a tighter dress code. Several felt that the "trouble makers" should be separated from the students who are there due to work, home, or academic problems. Some mentioned the need for better space and equipment and still others expressed a desire for morning classes. Several responded that the other high schools in the district were too strict (see Figure 97).

Figure 96

THINGS THE SCHOOL SHOULD TEACH

General Area	Specific Skill or Knowledge	Frequency
Home Economics		
	Homemaking	2
	Home Repairs and Maintenance	2
	Home Decoration	1
	Nutrition	1
	Consumer Education	8
	First Aid	1
	Family Relationships	6
Character Development		
	Accept Responsibility	2
	Value of Education	1
	Neatness, Cleanliness, etc.	1
	Work Habits	1
	Attitude Toward Another	2
	Improve Self Image	2
	Punctuality	1
	Respect Others' Property	1
	Discourage Shoplifting	1
Sports		6
Vocational		
	Office Practice	1
	Cosmetology	1
	Business Manners and Dress	3
	Skill with Job Interviews and Tests	2
Miscellaneous		
	Speech Class	2
	English, Math, etc.	3
	Change a Tire	1
	Auto Purchase and Repair	1
	Use of Leisure Time	1
	Fine Arts	1

Figure 97

WAYS TO IMPROVE CONDITIONS OF VALLEY HIGH SCHOOL

Suggestions	Number of Times Suggested
Stricter Discipline	
General	10
Dress Code	5
Narcotic Control	3
Protection of Student's Property	2
Better Contact With Home When Absences Occur	3
Increased Activities	
Sports	6
Assemblies	1
Field Trips	5
Recreation	8
More Breaks	2
Program and Curricular Changes	
Morning Classes	4
Separate "trouble maker" Students from Others	5
Improvement in Facilities and Use of A/V Materials	8
More Courses Offered	52
Work-Experience Program	5
More Counseling	1
Demand High School Degree	1
Only One Month Vacation	1
Student Choose Classes	3
Reevaluate School and Graduation Requirements	4
Lower Regulations at Other Campuses	5
More Individualized Treatment	3
More Stress on Academic Subjects	5
Include Non-Academic Subjects	12*
Give Homework	1
Home and Community Relations	
Hold Parents More Accountable	4
Increase Contact Between Business and Education	2
Improve Continuation High School Reputation	2

---

* This does not include number who inferred such feeling by listing things they felt should be taught that could be labeled as non-academic.

CONCLUSIONS

The following statements of behavior were indicated as necessary for boys and/or girls to perform if they are going to meet the demands of home and community living. They are not now performed adequately by 75% or more of male and/or female students at Valley High School according to their parents. They are listed in descending order of importance.

HEALTH AND SAFETY

In the category of Health and Safety, female Valley students need the skills and knowledges necessary to:

Give artificial respiration.

Treat simple wounds and injuries of family members.

Know what health services are available in the community such as prenatal classes, clinics, Visiting Nurses Association, etc.

Prevent accidents by observing safety rules and using tools properly.

Pick out false or partially false statements in advertisements about medicine and health treatments.

Know the symptoms and treatment of common childhood diseases such as chicken pox, measles, mumps, colds, and flu.

Know about the harmful and helpful uses of various narcotics and other drugs.

Know the things that should be considered in choosing a family doctor.

Know what truths and dangers there are in "old wives tales" about health.

Take preventative measures to control communicable diseases such as: get vaccinations and shots, chest x-rays.

Understand the dangerous effects of untreated venereal disease.

Control pests such as mice, ants, bedbugs, or cockroaches by keeping the home clean and using effective pesticide as directed.

Compare the value of patent mediciens, or "quack" remedies, with that of prescribed medical treatment.

Practice good posture when sitting, walking, or standing.

In the category of Health and Safety, male Valley students need the skills and knowledges necessary to:

Give artificial respiration.

Give first aid.

Make and keep regular medical and dental check-ups and appointments.

Compare the value of patent medicines or "quack" remedies, with that of prescribed medical treatment.

Make a plan for breaking unhealthy habits such as excessive drinking, smoking, drug use and eating.

Store, in safe places, cleaning supplies which could injure or poison children.

Treat simple wounds and injuries of family members.

Know the facts about venereal disease, including the symptoms and causes.

Know the things that should be considered in choosing a family doctor.

Practice good posture when sitting, walking, or standing.

CHILD DEVELOPMENT

In the category of Child Development, female Valley students need the skills and knowledges necessary to:

Know how to discipline a child in a way that will help him learn to discipline himself.

Know places in the community which provide recreation for children and teenagers.

Know what services are available in the community for children with special problems such as the physically, mentally, or emotionally handicapped.

Tell the reasons why brothers and sisters fight and find ways to solve these problems.

Use health and safety practices in the care of children.

Plan foods and eating times so that they are a pleasant experience for the child.

Speak to and behave with children as an adult but so that the child understands.

Choose and prepare foods suitable for children at different ages in terms of amount, types of food that won't upset them, things they can cut or handle easily and so forth.

Bathe a baby.

Know the stages a child goes through in growing up, including the following things: 1) what a parent should expect from a child of a certain age, 2) what acceptable differences there are between children making normal growth, and 3) what needs children of different ages have. Some examples: when he should start walking, why is he jealous of little brother, why doesn't he eat like his brother does?

In the category of Child Development, male Valley students need the skills and knowledges necessary to:

Know the stages a child goes through in growing up, including the following things: 1) what a parent should expect from a child of a certain age, 2) what acceptable differences there are between children making normal growth, and 3) what needs children of different ages have. Some examples: when he should start walking,why is he jealous of little brother, why doesn't he eat like his brother does?

Give simple care to a child showing signs of illness.

Tell ways children show their fears, anger, lonliness or jealousy and suggest ways to help the child control such emotions.

Know how to discipline a child in a way that will help him learn to discipline himself.

CLOTHING AND TEXTILES

In the category of Clothing and Textiles, female Valley students need the skills and knowledges necessary to:

Know what percentage of the budget should be used on clothing needs.

Compare store bought and home made clothes, considering: cost, time, energy, durability, appearance and workmanship.

Plan clothing suitable for wearing to work considering the kind of work done and the location.

Clean and polish shoes.

Make plans for clothing needs considering the family income, the time involved in purchasing or making them and use of "hand-me-downs."

Figure out a plan for adequate and practical storage of clothing.

Choose clothing that is flattering by considering height, weight, body shape, face and neck shape, and arm length.

Buy or make clothes that meet the needs and wants of each family member.

In the category of Clothing and Textiles, male Valley students need the skills and knowledges necessary to:

Know what percentage of the budget should be used on clothing needs.

Know what kinds of clothing are suitable for work, school, home or social occasions.

Figure out a plan for adequate and practical storage of clothing.

HOME MANAGEMENT

In the category of Home Management, female Valley students need the skills and knowledges necessary to:

Know the reasons for having a savings account and what percentage of the budget should be put into savings.

Compare different credit plans to determine the least expensive in terms of money owed.

Compare the interest rates, withdrawal plans, and safety features of various saving institutions such as home, banks, savings and loan associations, and credit unions.

Balance a simple checkbook.

Know how salespeople deceive and how one can be cheated through such things as advertising, mail fraud, debt consolidation plans, door-to-door selling, charity gyps, and work at home schemes.

Know how to seek help if involved with fraud or deception by contacting such agencies: Bureau of Consumer Frauds, FTC, FDA, Legal Aid Association, Post Office Department, Small Claims Court, and Better Business Bureau.

Compare different types of credit plans such as loans from banks, credit unions, finance companies, time payment plans and charge accounts.

Know reasons for having various types of insurance policies.

Develop a way to keep accounts of income and expenses.

Know the reasons for and the laws about: repossession, attachment of wages, and bankruptcy.

Figure out the interest rate and total cost of items purchased on credit.

Know the qualities of workmanship that should be considered when buying something.

Endorse a paycheck or personal check.

List and explain the items for which deductions from paychecks may be made.

Compare the services offered by different stores in order to choose the best one considering needs and income. Such stores include: department, variety, large discount, surplus, mail order, and those operated by such organizations as Veteran's Administration and Goodwill.

Locate the different agencies in the community and what they can do for the individual or the family such as health and welfare agencies, and protective agencies such as the police and fire departments.

Know the advantages and disadvantages of various ways to pay such as by cash, check and money order.

Decide on a set of values (things that one considers very important) and from these values develop a series of goals for one's life.

Know the types of sales offered by stores and the advantages and disadvantages of each.

Know what laws, standards and agencies there are that protect the shopper from being cheated.

Read and use information on labels and hang tags of merchandise.

Find ways to improve work habits at home or on the job to do a better job and save time.

Choose a way to pay for something considering present and long-range financial plans. For example: Would it be better to borrow from the bank to buy a car, finance it with the dealer or save and pay cash.

Make a schedule of time for doing daily, weekly and monthly tasks.

State exactly what is wanted when shopping.

Solve problems in a logical step-by-step method.

Know the advantages and disadvantages of having charge plates and credit cards.

Compare the advantages with disadvantages involved in being a working mother.

Know the difference between what one really needs and what one wants and find ways to meet these needs and wants.

Plan ahead for the use of all money earned or received.

Prepare a bank deposit.

Establish routines for the care of the home.

Return to a store the things not wanted and give the information needed by the salesperson for that return.

Know the legal responsibilities of being a creditor.

Know problems of family members when the mother works away from home and find ways to handle these problems.

Know the things that will affect family life when choosing a job such as location, transportation, child care, opportunities and benefits, salaries, type of job and duties.

Understand those things that may influence buying such as advertising, moods, past experiences and training, etc.

Know ways to reduce the amount of energy required to do household chores such as when bending or lifting.

In the category of Home Management, male Valley students need the skills and knowledges necessary to:

Compare different types of credit plans such as loans from banks, credit unions, finance companies, time payment plans and charge accounts.

Balance a simple checkbook.

Find ways to improve work habits at home or on the job to do a better job and save time.

Develop a way to keep accounts of income and expenses.

Solve problems in a logical step-by-step method.

Know how to seek help if involved with fraud or deception by contacting such agencies: Bureau of Consumer Frauds, FTC, FDA, Legal Aid Society, Post Office Department, Small Claims Court and Better Business Bureau.

Compare different credit plans to determine the least expensive in terms of money owed.

Compare the interest rates, withdrawal plans, and safety features of various saving institutions such as home, banks, savings and loan associations, and credit unions.

Figure out the interest rate and total cost of items purchased on credit.

Choose types of insurance needed by the individual or family including health, life, salary protection, home owner and car insurance.

Fill out simple state and federal income tax returns.

Know reasons for having various types of insurance policies.

Know what laws, standards, and agencies there are that protect the shopper from being cheated.

Know about Social Security benefits and regulations.

Know how salespeople deceive and how one can be cheated through such things as advertising, mail fraud, debt consolidation plans, door-to-door selling, charity gyps and work-at-home schemes.

Know the advantages and disadvantages of having charge plates and credit cards.

Know the reasons for and the laws about: repossession, attachment of wages, and bankruptcy.

Decide on a set of values (things that one considers very important) and from these values develop a series of goals for one's life.

Know the legal responsibilities of being a creditor.

Know the qualities of workmanship that should be considered when buying something.

Prepare a bank deposit.

Choose a way to pay for something considering present and long-range financial plans. For example: would it be better to borrow from the bank to buy a car, finance it with the dealer or save and pay cash.

List and explain the items for which deductions from paychecks may be made.

Know the advantages and disadvantages of various ways to pay such as by cash, check and money order.

Plan ahead for the use of all money earned or received.

Read and use information on labels and hang tags of merchandise.

Know the difference between what one really needs and what one wants and find ways to meet these needs and wants.

Establish routines for the care of the home.

Prepare a budget showing income and expenses.

Know the reasons for having a savings account and what percentage of the budget should be put into savings.

Compare the advantages with disadvantages involved in being a working mother.

Know the things that will affect family life when choosing a job such as location, transportation, child care, opportunities and benefits, salaries, type of job and duties.

Endorse a paycheck or personal check.

Know the ways to increase personal or family income that are available in the community.

Know the types of sales offered by stores and the advantages and disadvantages of each.

In the category of Family Relationships, female Valley students need the skills and knowledges necessary to:

Know some ways to take care of sexual energy and tension when sexual relations would be unwise to have.

Know about the various moods one has and the reasons for them.

Know different ways to gain self-confidence.

Know what things she/he wants and expects in a marriage partner.

Know the differences between legal marriages and common-law marriages.

Understand the things that help make a marriage successful.

Tell what happens when one person in the family wnats one thing and the rest of the family wants something else and know ways to solve some of these problems.

Compare the reasons for marrying or not marrying, considering such things as: companionship, pleasure, freedom, adventure, economic security, children, happiness, self-expression, love and sex.

Know the emotional, social, and financial changes that have to be made by each mate during pregnancy and the first few months after baby's arrival.

Know what behavior problems result when an individual's needs and wants are not met.

Know the state marriage requirements.

Understand the legal rights and responsibilities of minors and adults.

Know those times when conception is most likely to occur.

Know about methods of birth control and the advantages and disadvantages of each.

Tell how conception takes place, how a baby develops in the womb, and how a baby is born.

Compare the medical terms for parts of the human body and for sexual actions with the slang terms for them.

Know the ways an individual can help change laws or practices that he doesn't like.

Practice cleanliness and dress standards in keeping with job or school requirements.

Know ways to meet and make dates.

Know how to handle his feelings in an appropriate and helpful way.

Understand some ways to grow more accepting of oneself and others.

Know the types of problems that may be found in marriage and have possible solutions to these problems.

Know what maturity is and the things which show that one is mature.

Know how children, teenagers and adults develop sexually, what can be expected and what problems there are. Some example of things they should know about are: menstruation, seminal emissions, masturbation, sexual arousal and menopause.

Determine a code of conduct that takes into consideration one's own beliefs and how the community and society expects one to behave.

Recognize the signs of pregnancy.

Understand the truths and untruths of popular attitudes toward sex.

Take care of personal hair problems such as oily hair, dry hair, damaged hair, fine hair or dandruff.

Know what the problems are and some things to do about them in the one parent home, homes with aunts, uncles, grandparents present, childless homes and homes of single people.

Know the reasons for and some ways to be self-supporting.

Know the appropriate ways to express love and affection at different ages or different places or in different relationships.

Make proper introductions of parents to friends, employer to family,or friends to friends of the same age.

Know ways to make oneself more attractive.

Know the advantages and disadvantages of being a working mother.

Know many places to go and things to do on dates.

In the category of Family Relationships, male Valley students need the skills and knowledges necessary to:

Know the emotional, social, and financial changes that have to be made by each mate during pregnancy and the first few months after baby's arrival.

Know what things she/he wants and expects in a marriage partner.

Know about the various moods one has and the reasons for them.

Know what behavior problems result when an individual's needs and wants are not met.

Tell what happens when one person in the family wants one thing and the rest of the family wants something else and know ways to solve some of these problems.

Compare the reasons for marrying or not marrying, considering such things as: companionship, pleasure, freedom, adventure, economic security, children, happiness, self-expression, love and sex.

Know what role is of each member of the family such as what should a father be like and how is this different from his role as a husband.

Know those times when conception is most likely to occur.

Understand the truths and untruths of popular attitudes toward sex.

Know the appropriate ways to express love and affection at different ages or different places or in different relationships.

Know ways to improve one's educational background and job skills including such things as completing high school during the day or evening, enrolling in adult education classes, participation in government or company sponsored training programs or completing correspondence courses.

Know about methods of birth control and the advantages and disadvantages of each.

Understand the consequences of premarital intercourse.

Know the ways an individual can help change laws or practices that he doesn't like.

Know the reasons for and some ways to be self-supporting.

Understand the things that help make a marriage successful.

Know the types of problems that may be found in marriage and have possible solutions to these problems.

Tell how conception takes place, how a baby develops in the womb, and how a baby is born.

Understand why people look, act, and think differently.

Know those things which influence what a person thinks about himself such as the way other people treat him or school grades, etc.

Understand some ways to grow more accepting of oneself and others.

Know what the problems are and some things to do about them in the one parent home, homes with aunts, uncles, grandparents present, childless homes and homes of single people.

Know what maturity is and the things which show that one is mature.

Know how to handle his feelings in an appropriate and helpful way.

Understand the legal rights and responsibilities of minors and adults.

Know different ways to gain self-confidence.

Know how to get along with friends, teachers, employers or other adults.

Make proper introductions of parents to friends, employer to family,or friends to friends of the same age.

Determine a code of conduct that takes into consideration one's own beliefs and how the community and society expects one to behave.

Know what things are considered feminine and masculine interests and behaviors and where these sometimes overlap.

Know some ways to take care of sexual energy and tension when sexual relations would be unwise to have.

Know how children, teenagers and adults develop sexually, what can be expected and what problems there are. Some examples of things they should know about are: menstruation, seminal emissions, masturbation, sexual arousal, and menopause.

Know the state marriage requirements.

Recognize the signs of pregnancy.

Keep combs, brushes and other grooming supplies clean.

In the category of Housing and Furnishings, female Valley students need the skills and knowledges necessary to:

Compare the advantages and disadvantages of renting or buying housing.

Know the things to consider when selecting an apartment.

Know what percentage of the budget should be used on housing needs.

Pick out the right kinds of large and small appliances considering what the needs of the family and its income are.

Describe the differences in the responsibilities of being a renter and of being a home owner.

Know the things that should be considered when choosing the location of housing.

Keep the home clean and attractive.

Select and use the right kind of cleaning equipment, materials and products.

Know the things that should be considered in selecting housing that will meet a family's needs and wants.

In the category of Housing and Furnishings, male Valley students need the skills and knowledges necessary to:

Know and compare costs of various methods of financing a home such as FHA or VA loans.

Explain the total monthly costs of various types of housing including: rental or mortgage payments, taxes, utilities, repairs, maintenance, depreciation and equity.

Know what percentage of the budget should be used on housing needs.

Compare the advantages and disadvantages of renting or buying housing.

Pick out the right kinds of large and small appliances considering what the needs of the family and its income are.

Describe the differences in the responsibilities of being a renter and of being a home owner.

Know the things to consider when selecting an apartment.

Know those things that influence the cost of housing including: design, construction, materials used, age of structure and condition of repair.

Make minor home repairs such as in plumbing, roofing, etc.

Know the things that should be considered in selecting housing that will meet a family's needs and wants.

Know the things that should be considered when choosing the location of housing.

In the category of Food and Nutrition, female Valley students need the skills and knowledges necessary to:

Know what foods can be bought in large quantities to cut costs.

Choose foods from the "basic four" food groups which aid in weight gain or loss.

Know the difference in cost, flavor and preparation time between canned, dried, frozen, fresh and instant foods.

Compare prices at different stores.

Use advertisements when planning what kind of food to buy.

Tell the difference between facts, fads and fallacies about foods.

Tell the difference between those foods that make you healthy and improve your appearance and those that are harmful.

Know what percentage of the budget should be spent on food needs.

Use sanitation practices in handling foods.

Compare home cooked foods with that of eating in a restaurant in terms of quality of food, the cost and the time and energy spent in preparation.

Know the nutritional needs of family members according to their age, sex, activity and health problems.

Plan and prepare a well-balanced breakfast, lunch and dinner.

Know some inexpensive foods that provide well-balanced and nutritional meals.

Change the way foods are cooked from meal to meal.

Identify how one's present diet makes a difference in future health and appearance.

In the category of Food and Nutrition, male Valley students need the skills and knowledges necessary to:

Tell the difference between those foods that make you healthy and improve your appearance and those that are harmful.

Tell the difference between facts, fads and fallacies about foods.

Be able to store foods properly to prevent spoilage.

Follow safety rules in buying food, preparing it and serving it.

Choose foods from the "basic four" food groups which aid in weight gain or loss.

Prepare a grocery list and be courteous to store workers while shopping.